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ABSTRACT

This training manual, the second volume in a four-volume series of curriculum guides for use in training Peace Corps agricultural development workers, deals with extension skills. The first chapter provides suggested guidelines for setting up and carrying out the extension skills component of the agricultural development worker training series. Included in the second chapter are lesson plans covering the following skill groups: community analysis, development, agricultural extension, health, community adaptation, community organization, and closure. The third chapter consists of a series of handouts and reprints that are designed to be duplicated and distributed to trainees. Appended to the manual are a list of sources and types of information needed by extension workers; a list of training supplies and resources to be procured; a sample test; and a bibliography of books, films, and games. (MN)

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AGRICULTURAL DEVELOPMENT WORKERS TRAINING MANUAL

Volume II Extension Skills

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THIS VOLUME IS ONE OF FOUR IN THE AGRICULTURAL DEVELOPMENT WORKER'S TRAINING MANUAL. EACH OF THE VOLUMES IN THE MANUAL AND A SUMMARY OF ITS TABLE OF CONTENTS IS PRESENTED BELOW:

VOLUME I: ORIENTATION FOR TRAINERS

Chapter 1: Orientation for Trainers

Chapter 2: Training Design

VOLUME II: EXTENSION SKILLS

Chapter 1: Orientation to the Extension Component of Agriculture Training

Chapter 2: Curriculum of the Extension Component

Chapter 3: Extension Resources (Handouts and Reprints)

VOLUME III: CROPS

Chapter 1: Orientation for the Crops Training Component

Chapter 2: Curriculum of the Crops Training Component

Chapter 3: Technical Guidelines and Reference for the Crops Training Component

VOLUME IV: LIVESTOCK

Chapter 1: Orientation for the Livestock Training Component

Chapter 2: Curriculum of the Livestock Training Component

Chapter 3: Technical Guidelines and Reference for the Livestock Training Component

AGRICULTURAL DEVELOPMENT WORKERS TRAINING MANUAL

Volume II Extension Skills

U.S. Peace Corps

Prepared by A. L. Nellum and Associates, Inc. under contract No. PC-282-1004

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PREFACE AND ACKNOWLEDGEMENTS

Volume II of the Agricultural Development Worker's Training Manual has been developed for Peace Corps by A. L. Nellum and Associates, Inc. (ALNA) at PENN Center in Frogmore, South Carolina in 1982.

The principal author of Volume II is Peter Menard, Senior Core Curriculum Trainer. Assisting him were these training staff members: Isa Abdul-Ghani, Rick Schroeder and Louise Nelson. Julia Simmons, Barbara White, Kim Thorne and Ronnie Gold prepared the text. Martin J. Blank supported the development of this volume in the ALNA headquarters office, while Michael Gibbons directed the overall project in Frogmore.

Appreciation is extended to Peace Corps staff who assisted in the task of preparing this volume: Calvina Dupre and Franklin Moore. We wish to thank Emory Campbell, Executive Director of PENN Center, the St. Helena Island community and those trainees who participated in the training programs which gave life to this volume.

A. L. Nellum and Associates, Inc.
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INTRODUCTION TO VOLUME II

Purpose of Manual

The purpose of Volume II: Extension Component of Ag Training offers ideas for training Peace Corps Extension Workers who will work with agricultural development or agriculture-related projects.

Intended Audience

This Volume is for Lead Trainers and trainers with the task of transferring agriculture extension, community analysis and adaptation skills (among others) to trainees. Included in adaptation are cross cultural, health, and development skills that language and cross cultural trainers transfer to trainees. Experience as an extension agent - working with skill transfer and skill sharing is a prime qualification for the work of the extension component trainer.

How to Use this Volume

Adaptation:

This manual is presented as a collection of resources to be scrutinized, modified, and compared to your own ideas and materials, and then adapted as needed. Ideas on adapting session plans and handouts to various training settings, trainer styles, scheduling needs, etc., are found in the "Adaptation of Designs to Various Needs" subchapter of Volume I, as well as the Adaptation section of Chapter I of this Volume.

Integration:

The session plans, handouts, scheduling ideas, and other extension resources are meant to be integrated with the Crops Manual (Volume III), Livestock Manual (Volume IV), and other components of a training program (Volume I). The extension component is separated from the other volumes only for reasons of accessibility, i.e. to enable you to see quickly what this component is and is not, so that you can work with other components more easily. Ways in which extension trainers have integrated their work with the work of crops and livestock trainers is documented in this manual.

Access:

The session plans and handouts in Chapter II and Chapter III make up the biggest part of this manual. To find specific ones, refer to the titles listed in the "Table of Contents" at the beginning of this volume. More information is summarized in the "List of Skill Groups, Sessions, Handouts, and Hours" at the start of Chapter II, p. 16, and the list of Handouts at the beginning of Chapter III, p. 191. If the terminology or format of the session plans needs clarifying, refer to the "Session Plan Format", Chapter II, subchapter A, of this Volume, and the "Glossary" in the Appendix at the end of Volume I.

CHAPTER I: ORIENTATION TO EXTENSION COMPONENT OF AGRICULTURE TRAINING

A. OVERVIEW

The extension component session plans in this volume are organized into the following Skill Groups:

		# of Sessions	Hours
I.	Introduction	1	2
II.	Community Analysis	8	18
III.	Development	4	10 1/2
IV.	Agricultural Extension	12	38 1/2
V.	Health	3	7 1/2
VI.	Community Adaptation	5	8
VII.	Community Organizing	5	9
VIII.	Closure	1	2
	TOTALS	39 Sessions	95 1/2 hours

The theme running through our approach to extension training is to have trainers role model the skills that are to be transferred to trainees. Based on the observation that we tend to train others as we have been trained ourselves, the extension trainer takes every opportunity to use extension skills during training as a model for trainee behavior. Skills modeled include information gathering and filtering (Community Analysis Skills), problem solving, planning, identifying local leaders, transferring responsibility (Community Organizing Skills), sensitivity to village and local leaders and institutions (Community Adaptation Skills), and transferring skills through demonstrations (Agricultural Extension Skills). This theme is treated in more detail below in "Carrying Out the Extension Component".

The transferal of skills to trainees enables them to take over increasing responsibility for their own training in the course of the program. This is one of the special events planned for in the extension component. (See Volume I, Chapter I, Philosophy and Approach, "Group Dynamics".) The process of increasing trainee responsibility starts in small ways, such as asking trainees to lead small group discussion for 15 minutes in a session. But during the weeks of training more and more trainees are asked to be increasingly active, sharing skills they bring with them to the training, taking the lead role for sessions, culminating in the FIELD DAY activity. This final day long application of extension and technical skills is planned, organized, and run by trainees. Other special extension events of the training program include:

- .Extension Worker/PCV Visit
- .Family Live-In/Homestay
- .Community Analysis Exercises
- .Community Meetings

Along with the special events are the everyday training techniques used by the extension trainer to provide variety and flexibility to the program. These include:

.Role plays/Role reversals
.Skits
.Community Social/Cultural event
.Case Studies
.Sociograms
.Group discussions
.Readings
.Lecturettes
.Peer demonstrations (scale model, method, result)
.Independent work
.Panel discussions
.Games - (quiz, simulations)
.Slide shows/films
.Feedbacks/critiques
.Self assessment, pre- and post-tests
.Parties/dancing/feasts (with trainee grown produce and livestock)

B. PREPARATION FOR EXTENSION COMPONENT OF AGRICULTURE TRAINING

1. TASK LIST FOR EXTENSION TRAINERS

a. Participate in Staff Training: team build with extension trainers and other components. Set role modeling, adaptability, themes into place. Start integration into community and with other components.

b. Gather and filter information (modeling community analysis skills, from trainees, site, and Peace Corps about the trainees, the training requirements and proposed PCV job assignments.

c. Design training from information gathered. Identify goals, skill groups, special events of training, and list of session titles

d. Devise tentative session sequence and schedule. Integrate with other components, and devise comprehensive training schedule.

e. Adapt session plans and handouts to training design.

f. Prepare site, set up special events.

g. Procure supplies and training materials, arrange logistics and reproduction of written materials to be distributed.

h. Implement design and schedule and take part in assessment process and other parts of training.

i. Highlight extension strategies.

j. Evaluate extension component on a continuing basis.

k. Document extension component's activities and results of evaluation.

l. Close down training component.

2. STAFF TRAINING

This is time to clarify and establish basic themes of training, e.g., skill modeling, integration into the community, and integration between components. The trainers can practice their communication, decision-making, organizing, problem solving, and planning skills together, giving conscious form to the skills to be transferred to trainees. Further ideas on staff training are found in Volume I, Chapter I, subchapter 3: "Staff Training (Team Building)".

Integration between components begins during staff training, and is solidified in the training schedule. Each component identifies specific sessions in which other trainers' cooperation is needed.

In Chapter II of this Volume, the following session plans require participation of other components' trainers. The first 3 sessions of the training:

SKILL GROUP I
Session 1: Introduction to Training: An Ice Breaker

SKILL GROUP II
Session 1: Group Resource Assessment

Session 2: Skill Needs & Resources - Written descriptions of trainers overseas experiences, trainers expectations of training, trainers expectations/norms for trainees.

Agriculture Extension Sessions:

SKILL GROUP IV
Session 3: Reaching Small Farmers - Trainers to take part in a role play

Session 5: Result Demonstrations - Set up trainees garden and/or livestock projects as a result demo, for use in the result demo session later in the training.

Session 6: Method Demonstration - Two trainers to do method demonstration of a method demonstration.

Session 8-11: Field Day Sessions - Trainers to be sources of information, give critiques, help trainees identify topics.

SKILL GROUP V
Session 2: Practical Skills for Health Maintenance - trainers to do first presentations and transfer to skills to trainees.

SKILL GROUP VI
Session 1: Personal Support with Stabilizers - List of preconceptions Host Country Nationals have of American/PCVs. Trainers do a role play and list stabilizers appropriate to Host Country.

SKILL GROUP VII
Session 5: Organizing Farmers Organizations - Trainers to take part in a role play.

3. GATHERING AND FILTERING INFORMATION

Practice the skills which will be transferred to trainees by researching past training programs, the host country, who the trainees are, and the work the trainees will do at their placements.

See the "List of Sources and Types of Information to be Gathered" in the Appendix for specific ideas. Related to the information gathering is the procurement of Training Supplies that the extension component will need. Refer to the "List of Training Supplies and Resources to be Procured" also in the Appendix. Further ideas on doing Pre-Training Research are also presented in Volume I, Chapter I, subchapter 2 "Preparation For Training" and in the Appendix of Volume I.

Learn as much as you can about the trainees themselves--reading the Pre-Training Questionnaires sent out by the Country Desk Officers and the Staging Officers before Staging can give you an idea of their skills and expectations. This information will give you leads as to what skills to bring out in Skill Group II, Session #1: Group Resource Assessment, what trainees have skills that would enable them to lead sessions, and what training strategies the extension component can follow. Also learn as much as you can about the program the trainees will work in.

Read this Volume, specifically Chapter I: "PREPARATION FOR EXTENSION COMPONENT OF AGRICULTURE TRAINING", and other relevant training manuals. Some of the lists in the Appendix and in the beginning of Chapter II may be useful to illustrate the possibilities and directions that extension training can take.

On arrival at the training site, do your own community analysis just as you will ask the trainees to do. Begin making contacts in the community, exploring possibilities as well as sharing information with people. Identify people who may participate in the program in some way. In a state side or third world country training, locate host country nationals in the local community, as well as local people who have travelled overseas and visited the countries to which the trainees are going. Sources of information are missionary organizations, private volunteer and charitable organizations, friendship societies, International student associations, and language teachers.

Contact key people who have worked with the Peace Corps in the past. This establishes a protocol which is extremely important. If they are not to be included in the exact same way that they have been included in the past, think of other, perhaps informal ways that they can be introduced to the group and can meet the trainees. Besides contacting people individually, set up an introductory meeting and invite individuals who may be interested in Peace Corps Training. This should be an activity of all staff and all components of the training program and not just extension.

For in-country programs, representatives from different ministries, local authorities, the radio station, and other community organizations may be involved.

Walk around the area yourself. Look at the different neighborhoods or villages, talk to some folks about what community things are happening. Tell them about the Peace Corps training program and let them know that there is an interest in them and that they may be able to help teach the trainees.

Identify leaders and institutions in the local community. Sharing the sabbath is a ready-made interaction between trainers and trainees and the local community people. Also identify the local entertainment places, where local people go in their leisure time. Having the trainees look to the local community as a source of relaxation and entertainment will be a valuable precedent for their later service in villages.

4. DESIGN TRAINING

On the basis of information gathered and filtered, particularly from the Trainee Assignment Criteria sheets and the prior experiences of the trainees, start to block out the goals of the extension component, i.e. what skills will you transfer to trainees that they need to do their jobs as Peace Corps

Extension Workers. Refer to Volume I, Chapter II: "TRAINING DESIGN" for other ideas. Also refer to Volumes III and IV for design consideration in the crops and livestock components.

Consider the transition for the trainees from CAST, CREST, or State-Side training. Guard against duplication of sessions introducing skills of giving and receiving feedback, information filtering, becoming aware of expectations, etc. On the other hand, ensure that these skills are covered sometime and not missed in the transition. The Cross Cultural simulations "BAFA BAFA" of "THE ALBATROSS", the CROSS CULTURAL WORKBOOK, the CASE STUDY OF A DEVELOPMENT WORKER, are valuable sessions and should not be omitted. (Bafa Bafa is available from Gary Shirts, Simile II, P.O. Box 910, Del Mar CA 92014). Also refer to the Core Curriculum Training Resources for detailed ideas and options and session plans. These training manuals include:

- The Role of the Volunteer in Development: A Training Manual
- Cross Cultural Training for Peace Corps Volunteers
- Third World Women: Understanding their Role in Development
- Basic Health Training Guide

Group the skills and goals identified into Skill Groups, building on special events of the training, including a Community Analysis exercise, an Extension Worker/PCV Visit, a Community Family Live-In, a Field Day, events in other components, etc. In making up a list of sessions, adaptations of the list presented in this manual may have to be made. If less than 95 1/2 hours are available to the Extension Component in the schedule, suggested adjustments are:

- Include the Community Analysis session with language classes or technical field trips and farm visits.
- Combine Skill Group II, Session 8: Independent Research of ICE Resources with Field Day Preparation (IV-#10) time.
- Combine Skill Group III, Session 4: Working with Others: Helping with Farmer Learning Styles (IV-#7).
- In Skill Group IV, combine Session 5: Result Demonstration and #6: Method Demonstration, and possibly #4: Scale Model Demonstration, and Skill Group V's #2: Practical Skills for Health Maintenance.
- Another possibility is to combine the Scale Model, Result, and Method Demonstration sessions (#4,5,6) with technical sessions.

Some demonstrations could be used to reach technical goals, and simultaneously reduce hours:

- The Field Day (Skill Group IV, Session 11) could be reduced to a half a day, with proportional reductions in Field Day Preparation session (#10).

- The Health Skill Group V Sessions could be done by the Peace Corps Medical officer and done in Administration Component hours.

- In a State-side or Third Country Training the Community Adaptation sessions could be omitted and left for the In-Country phase of training. Alternatively, these Skill Group VI sessions could be combined with language sessions and other cross cultural events.

- Skill Groups VII sessions goals for Communication Skills (#1), and Decision Making (#2) and Problem Solving (#4) could be met in Community Meetings or Evaluation Meetings.

If more than 95 1/2 hours are available to the Extension Component in the schedule, the following sessions could be added:

- Cross Cultural situations specific to the countries, e.g. how to do muslim prayers, traditional greetings, gift giving and receiving.

- Secondary project ideas, working in education projects, including an orientation to the local education systems.

- Orientation to sources of aid and financial resources in-country/e.g., embassies, PCV's religious missons.

- A four or eight hour simulation of the first four or eight months of the future PCV's work in their villages. Each hour would be one month, and trainers would play roles of people the future PCV's will have to work with, e.g., farmers, chiefs, local extension officers, ministers, APCD. Each trainee would be given tasks for each hour (month) which they will try to complete, e.g. arrange fertilizer from the local ministry of agriculture, settle on a date for a farmers community meeting, etc. Various problems will be built into the exercise, such as the APCD being called home to the U.S. for a conference for one hour (month); the village chief died recently so there's no leader or work going on during the election of a new chief (1 hour/month). Etc.

- Allocate more time for independent study (Session 8, Skill Group II).

- Extension or Community Field Trips, e.g., to the local Research Station.

- More films, from I.C.E., etc.

- A "Trainer for a day" program

- A week day during live-in when trainees stay with their families

- Expanded orientation to ICE resources
- A second Extension Worker Visit
- Cross Cultural quiz game
- Sing-along
- Crafts day

5. SCHEDULING

Once the list of sessions and design consideration outlined in Design Training have been worked out, block out a tentative schedule following the desired sequence of extension sessions.

The sessions in a Skill Group are generally numbered as they should be sequenced in a schedule. One exception is in Skill Group IV: Agriculture Extension, in which Session 11: Field Day numerically precedes #12: The Extension System and Institution Building (and Last Rites should be the final one), so session #12 should be incorporated into the schedule at an earlier time.

The sequence of extension component sessions can mirror the trainees eventual settling into their village placements. That is, the training schedule would loosely follow this sequence of skill groups:

- Introduction
- Community Analysis and Awareness of Development Issues
- PCV Support Systems: Health, Community Adaptation
- Agriculture Extension & Farmer Training Methods
- Community Organizing
- Closure

Another sequencing pattern is in a sense contradictory to the sequence of skill groups listed above, but can be used to spread out and interweave the skill groups. Present the introductory session of each skill group in the first 2 or 3 weeks of a schedule, and have each week thereafter have a mix of sessions from each skill group. This sequencing pattern allows for more cross referencing between skill groups as trainees will go through all the skill groups simultaneously. A balance between the two sequencing patterns can be developed by the extension trainers according to their own training styles (i.e., do you like shorter sessions interwoven with other skill groups sessions or longer blocks of the schedule concentrating on one skill group before moving on to another skill group?).

For further ideas on sequencing and a description of the scheduling process, and integration with other components' tentative schedule, refer to Volume I, Chapter II, subchapters 2-4. Specifically there is an explanation of the sequence of extension sessions found in the model six week and twelve schedules, and the rationale for those schedules and their integration.

6. ADAPTATION

General notes on "Adaptation of Designs to Various Needs" are found in Volume I, Chapter II, subchapter 5.

In the Extension Component, many related session plans can be found in the Core Curriculum Resource Materials manuals listed above (see #3 "Design Training"). In addition you may find relevant handouts and session plans from prior training programs or local training institutions. After you have identified the Skill Groups, the training goals, and the session titles, the following steps may be helpful in developing a workable session plan:

- List all possible activities and exercises for the session on a blackboard (from session plans in this and other manuals.)
- List all possible handouts titles and training materials (e.g. films, etc.)
- Look for a mix of activities and handouts that fits the trainee group's learning style.
- Fit the activities into the time constraints of the scheduled time alloted to the session.
- Check back that session goals are met.

7. SITE PREPARATION

In addition to preparation of written training resources (session plans, handouts) prepare for the Extension Components Special Events. Check with village leaders that a community analysis exercise is feasible. Advance warning may be all that is necessary. The aim is to prevent villagers from becoming suspicious and worried when large groups of trainees appear one after the other asking all these questions.

In a similar fashion, the extension trainer should prepare for the Extension Worker/PCV visit. Start work on this activity a month in advance by contacting the head of the local Extension Service. The purpose of the visit should be explained, and the Extension Services Director's ideas should be solicited.

Possible points to be brought up include:

- Purpose
  - day with extension worker
  - "extension" is the issue
  - process of working with farmers, i.e., the techniques used.
  - why he/she is an extension worker
  - relationship with clients
  - information about clients and area
  - problems with extension
  - roles of Extension workers

- Mechanics
    - date
    - time arrive/depart
    - transport

- Arrange transport
    - vehicles
    - drivers
    - route
    - timing

A list of agents to be visited and where they are should be procured. Each agent should be notified of the upcoming activity by the head of the extension service, for example by a letter. A follow up letter from the Extension Coordinator or Lead Trainer a few days before the visit is also helpful. If the Extension Workers to be visited are Peace Corps Volunteers the relevant mechanics need to be worked out with APCD's, Volunteer Leaders, and the Peace Corps Volunteers to be visited.

The same process needs to be done with Community Leaders and Families for the Live-In or Village Visit activity. A comprehensive view of the details to be clarified are found in Trainer Notes 1-2 of the session plan #6: Community Family Live-In Orientation (Skill Group II).

Community Meetings, Field Trips, Visiting Speakers, Ministry and Cultural Events, Visits of V.I.P.'s to the training site, all have to be coordinated with the same attention to detail concerning purposes, logistics, transportation, lodging, meals, responsibilities of different participants, and so on. Special arrangements for films or slide shows may require special arrangements for the projectors, extra reels, cords, electricity, fuel for the generator, and time for previewing by a staff member to ensure the films relevance.

If medical consultants are to be used let them know what is expected of them some time before their scheduled appearance to give them time to prepare. Clarify lodging, meals, honorariums as necessary. Ask what special training aids they will require. Be clear about when and where their participation will occur.

8. PROCURE SUPPLIES

A partial list of the materials needed to present the Extension Component's session plans (from Chapter II) is found in the Appendix: "List of Training Materials and Resources to be Procured". This list includes "Resources to be Distributed to Each Trainee" and "Resources for Reference by Trainers and Trainees". Each session plan has a section entitled Materials and Resources which specifies those supplies and resources needed for that session. Any session plans you adapt or write yourself may add new supplies to be procured to the list in the Appendix.

Also refer to the List of Handouts in Chapter III to determine which will be used in the training program, and thus need to be duplicated.

The session plan #1 in Skill Group V: Diseases and Agents of Disease calls for films or slides to be presented on diseases endemic to developing countries. If despite the detailed address and instructions there, these resources cannot be procured, make alternate arrangements for locally available films or slide shows, or contact local medical personnel who could give the presentation (e.g. the Peace Corps Medical officer).

C. CARRYING OUT THE EXTENSION COMPONENT

1. IMPLEMENT DESIGN AND SCHEDULE

The extension component trainers present extension sessions with the help of other component trainers, just as technical trainers invite extension trainers to take part in technical sessions. This integration, first worked out in Staff Training, strengthens in trainees' minds the interrelationship of the technical and extension skills that they will use at their placement.

The Extension trainers will need to meet periodically to plan extension activities. This planning will also be an opportunity for trainers to practice their problem solving, decision-making, planning and management skills--modeling these skills for trainees. There will be two times at which planning will take place. Weekly component meetings and weekly staff meetings. The following issues are handled in both kinds of meetings:

- Logistics, planning (task analysis, contingency plans, timelines).
- Assembling resources.
- Coordinating integration and working in common with other trainers, e.g., all trainers participating in session #1 (Skill Group I) and session #1 and #2 (Skill Group II).

Community meeting with trainees in which their feedback is presented to the Staff, and the other training evaluation forums are also ways information is gathered for planning purposes. The Agriculture Extension Skill Group IV is the center piece of the Extension Component, and thus deserves the most attention from the extension trainers. In fact this skill group has the largest number of sessions and hours in the model designs in Volume I and in this manual. Many of the Ag Extension sessions follow these steps in their session plans:

- Definition of the skill.
- Practical steps in the use of that skill determining goals, logistics considerations of audience, and when to present a particular demonstration.
- Examples/demonstrations of the skill by the trainer.
- Practice of the skill/demonstration technique by trainees.
- Critique and Evaluation of the trainees practice demonstrations.

For a mix and variety of training techniques in response to different trainee learning styles, refer to the techniques listed in the "Overview" at the beginning of Chapter I, and Volume I "Philosophy and Approach".

If appropriate, use host country specific body language, gestures, non-verbal communication during the training program. This can include shaking everyone's hand when you meet with, or depart from someone (for trainees going to West Africa), and greeting people appropriately at the start of every session.

There may be other tasks required of extension trainers not mentioned in this Volume or in these task lists. Refer to Volumes I and III and IV for their tasks lists for these other duties, e.g., taking part in the trainee assessment process, staking out the garden plots with crops trainers, buying livestock supplies on your trip to the nearby city, etc.

2. EXTENSION STRATEGIES

The following ideas aim to help the extension trainers reach their main goals, to transfer to trainees skills they will need as Peace Corps Extension Workers. If this transfer of skills is successfully carried out, the result is that trainer(s) will work themselves out of a job.

Remember that the Community Organizing and Ag Extension skill groups include developing local leaders and counterparts, extension of knowledge to others, and training methods. Furthermore, the trainers should model the skills to be transferred to trainees, following the principles of Extension and Adult Learning, "work with trainees as you would have the trainees work with their farmers and counterparts". Thus, in successfully facilitating the learning of Community Organizing and Agriculture Extension skills, trainers empower trainees to lead training activities on their own, develop local leaders and counterparts and extend knowledge and transfer training methods to the trainees.

An example of a timeline showing trainers working themselves out of a job during a training program can be found in Skill Group VII, Session 3: Organizing Skills, and Skill Group VIII, Session 1: Last Rites. (See Volume I, Chapter I.)

An overall strategy in the Extension component is to involve other trainers, trainees, local community people, and other components as much as possible in extension activities. The first sessions of training will set the tone for the rest of training. Make sure all trainers participate in the Introduction to Training: An Ice Breaker (I-1), Group Resource Assessment (II-1) and Skill Needs and Resources (II-2).

In a State side or in-country training, participation of community people may either be formal or informal. Options include inviting someone to lead a discussion group, make a presentation, participate in a panel, watch a film with trainees and share in the discussion afterwards, attend a session as a resource, have dinner with trainees and share informally and attend one or more sessions as a participant. Particularly in workshop situations, the perspective and added input of a community person may be useful, particularly in bringing out cross-cultural points. Informal interaction with resource people is also a point of involvement for trainees. They may be in charge of inviting guests, having dinner, making visits, etc.

Another possibility for integration can be the Extension trainers having their own vegetable plots and slots in the animal care schedule. In these situations you work alongside the trainees. This will yield field material for extension discussion sessions and role plays, as well as chances for on-the-spot trainee practice of extension and development worker skills on the extension trainer. Technical trainers may also be interested in taking part in extension classes, in simulations, and as group discussion leaders.

Peace Corps Training Programs have to be flexible. Flexibility implies more than the usual dealing with ambiguity; in the Extension Component, it entails a trainer's willingness to adapt a prepared activity to the local situation. Unforeseen occurrences become opportunities. Tailoring the training to take advantage of these occurrences makes the training richer.

Handouts are included in Chapter III as a source of ideas, and for adaptation purposes. Trainers more comfortable with direct presentations of information to trainees could include the content of the handouts in lecturettes. Less directive trainers could have trainees read them before the session, to allow more time for actual experiences and questions. This approach may be more useful for some of the longer handouts which could take up a large portion of a session's time. Handouts should not be viewed as substitutes for practical experiences, however, or more country specific exercises.

In order to give trainees the chance to learn on their own, facilitate the establishment of a resource center at the training site, where training, development, cross cultural, host country, health and nutrition, women in development, and other relevant materials can be explored by the trainees. Handouts could be kept there in addition to maps, creating a place the trainees are encouraged to learn on their own, and explore issues to a greater depth than they may be treated in activities. Suggested resources to be included in such a center are included in the Appendix: "List of Training Resources and Supplies to be Procured", especially part C: Resources For Reference by Trainers and Trainees. A more complete listing of resources to be placed in a resource center can be found in the "BIBLIOGRAPHY OF BOOKS, FILMS, GAMES, and A SONG" in the Appendix.

3. EVALUATION

The ultimate measure of an extension component's success is the performance of the trainees as volunteers. For example, the Health goals were reached if the PCV survives for 2 years, has fewer sick days, enjoys good health. During the training, the extension component's evaluation criteria will be the session goals, as well as the trainee needs as expressed in the Pre-Training Questionnaires and the Skill Needs and Resources session (II-2).

Techniques for evaluation of how well trainees are learning skills (and thus how well the trainers are doing their job) include pre- and post-tests, written or oral exams, debriefing, and observation of demonstrations, health maintenance skills presentations, and Field Day presentation. A consideration to keep in mind is that extension trainers work with trainees and they would have the trainees work with farmers and counterparts. Therefore, the evaluation of trainees in the extension component should be similar to the way PCV's will evaluate the success of their extension efforts with farmers and counterparts.

An example of a Pretest is given in Trainer Notes 4 of session #1: Diseases and Agents of Disease (Skill Group V). Similarly, the Needs Assessment done in Skill Needs and Resources (II-2) at the beginning of training is a form of a pre-test, which is re-examined in the last session of training: Last Rites (VIII-1). The Handout VII-1-F: Communication Skills Self Rating Form given in session #1 (Skill Group VIII) and retaken in LAST RITES also follows the pre-test and post-test model. These are mechanisms in place that can be used in the extension component evaluation process.

An example of a written exam used in an overseas extension component evaluation is given in the Appendix "Extension Evaluation; Agriculture Pre-Service Training". Regular debriefings are a useful source of information on how well the extension component is going. These debriefings can be done by all the extension trainers among themselves every week, or can include trainees. A debriefing is just a low key opportunity for people to express how things have gone, to clear the air. These debriefings can take the form of wishes/pluses or gets/wants.

The most concrete and practical form of evaluation is to observe the sessions that have trainees giving demonstrations, and thus using the skills they are supposed to acquire. These sessions are the community analysis sharing of information sessions (II: 1, 2, 5, 7), Agriculture Extension demonstration session (IV-2, 4, 11) the health session on practical skills (V-2) and the Community Adaptation session involving feedback on observed non-verbal communication (VI-5).

Finally, note that trainer intervention such as changes in the schedule should be based on information gathered in the evaluation process. For more ideas about evaluation and the difference between Training Evaluation and Trainee Assessment, see Volume I, Chapter II, subchapter 1.

4. DOCUMENTATION

Write periodic reports detailing the results of the evaluation process, and the sessions and activities of the extension component. Weekly reports can take the form of:

- Problems encountered last week
- Accomplishments
- Projected work in the upcoming week

Write a final report, including the goals, skill groups, list of sessions, schedule, list of handouts, and session plans of the extension component. Also include:

- What happened
- Highlights of the extension program
- Weaknesses of the extension component
- Recommendations

If the program was a State-Side Training, such a report will be valuable for the In-Country training program following. A final report will also be valuable for In Service Training and next years Pre-Service training trainers as they start their information gathering and filtering process. As such, it should be sent to the Peace Corps capital city office, with copies to any regional training resource offices, and training institutions.

5. CLOSING TRAINING

Write a final report, inventory extension component training resources, return borrowed materials, store materials for next years training, and RELAX.

CHAPTER II: CURRICULUM

The Skill Groups, Session Plans, and Handouts in the curriculum are listed below. Each Skill Group has been given a roman numeral. Session plans are numbered in sequential order within a Skill Group. Each handout is referenced in the session plan in which it is to be used. See Chapter III for Handouts.

Each handout has a three-part reference number. The first part indicates the Skill Group (I, II, etc.), and the second part indicates the Session Plan number (1, 2, etc.). The third part of the handout reference number is a letter (A, B, etc.), which indicates the order in which the handout is to be used in the Session Plan. For example, "Handout III-1-B" means this handout is in Skill Group III (DEVELOPMENT), is attached to session #1 (Introduction to Development), and is the second handout attached to that session plan. The handout reference number is in the upper right hand corner of each handout.

A. LIST OF SKILL GROUPS, SESSIONS, HANDOUTS, AND HOURS

#	SKILL GROUP Title	Session Plan and Handout	(Total) Hours
I	INTRODUCTION		(2)
		1. Introduction to Training: An Ice Breaker	2
II	COMMUNITY ANALYSIS		(18)
		1. Group Resource Assessment	2
		2. Skill Needs and Resources	1 1/2
		3. Community Analysis Methods and Strategies	2
		II-3-A: Information Gathering Strategy	
		4. Gathering Information in the Community	4
		5. Analysis, Organization, and Sharing of Information	1 1/2
		6. Community Family Live-In Orientation	2
		7. Analysis and Sharing of Information from the Live-In	2
		8. Independent Research of ICE Resources	1
III	DEVELOPMENT		(10 1/2)
		1. Introduction to Development	3
		III-1-A: Foreign Volunteer Services: A Host National Perspective	

    III-1-B: Assumptions About Development

2. Development Work 2 1/2

    III-2-A: Case Study

    II-2-B: A Peace Corps Agriculture Extension Worker

    III-2-C: Questions for Discussion Assumptions

    III-2-D: Effects of Project

    III-2-E: Different Approaches

3. Women In Development

    III-3-A: The Adverse Impact of Development on Women

    III-3-B: Cross Cultural Attitude Survey

    III-3-C: Women of the World: The Facts

4. Working With Others: Helping 3

    III-4-A: Working Style Inventory

IV AGRICULTURE EXTENSION (38 1/2)

1. Orientation And Extension Worker Visit 8

    IV-1-A: Agriculture Extension

2. Reflecting and Generalizing from the Extension Worker Visit 2 1/2

    IV-2-A: Extension Worker Roles And Their Implications

    IV-2-B: Extension, Training, and Dialogue: A New Approach for Tanzania

3. Reaching Small Farmers 2

    IV-3-A: Reaching Small Farmers (Role Play)

    IV-3-B: Extension Guidelines

4.	Scale Model Demonstrations	3
5.	Result Demonstrations	1
	IV-5-A: The Result Demo Plot As An Extension Tool	
6.	Method Demonstrations	1
	IV-6-A: The Use of the Method Demonstration As a Teaching Device	
7.	Farmer Learning Styles	2
	IV-7-A: Participative & Directive Training Styles	
8.	Introduction To Field Days	1
9.	Field Day Planning Meeting	2
	IV-9-A: Meetings	
10.	Field Day Preparation	6
11.	Field Day	8
	IV-11-A: Field Day Check List	
12.	The Extension System And Institution Building	2
	IV-12-A: Working Within The System	
V	HEALTH	(7 1/2)
1.	Diseases and Agents of Disease	2 1/2
	V-1-A: List of Major Diseases and Their Geographical Areas of Endemicity	
2.	Practical Skills for Health Maintenance	3
	V-2-A: Mini-Workshops (Summary of Needed Materials)	
	V-2-B: Guidelines for Purifying Water	
	V-2-C: Basic Guidelines For Personal and Dental Health	

V-2-D: Basic Information Concerning Solid Waste and Excreta Disposal

V-2-E: Guidelines for Assuring Foods are Clean

V-2-F: Basic Handout on Immunization

V-2-G: Antibody Creation

3. Basic Nutrition Concepts 2

V-3-A: Description of the Three Main Food Groups

V-3-B: Requirements, Tables, and Lists of Nutrients and Foods

VI COMMUNITY ADAPTATION (8)

1. Personal Support with Stabilizers 2

VI-1-A: Personal Stabilizers

2. Discovering how to say no 2

3. Dealing with Ambiguity 2

VI-3-A: Case Situation #1

4. Non-Verbal Communication, Part I 1

5. Non-Verbal Communication, Part II 1

VII COMMUNITY ORGANIZING (9)

1. Communication Skills 1

VII-1-A: Group Maintenance Oriented Behavior Worksheet

II-1-B: Task Oriented Behavior Worksheet

VII-1-C: Observer's Worksheet

VII-1-D: Task Oriented Behavior/Group Maintenance Oriented Behavior

VII-1-E: On US Volunteers

VII-1-F: Communication Skills: Self-Rating Form

2. Decision Making 2

VII-2-A: The Decision Making Process

VII-2-B: Observation Sheet for Decision Making

VII-2-C: A Group Decision Making Model

3. Organizing Skills 2

VII-3-A: Personal Interest

VII-3-B: Transferring Responsibility

4. Problem Solving 2

VII-4-A: Problem Solving

VII-4-B: Patty Peace Corps

VII-4-C: Situation

VII-4-D: Case Study of a Head Bund

VII-4-E: Management

5. Organizing Farmer's Organizations 2

VIII CLOSURE (2)

1. Last Rites 2

TOTALS
8 Skill Groups
39 Sessions
95 1/2 Hours of sessions
52 Handouts

B. SESSION PLAN FORMAT

The following page defines the elements of each session plan.

C. LESSON PLANS

Lesson plans for each of the crops sessions follow the lesson plan format

Skill Group (Number)
Skill Group Title
Session Number, Page Number

Title of Session

Time:	Total time to present the session.
Goals:	Expected outcomes and skills transferred to this session, written *to* trainees.
Overview:	A brief summary of what is to happen in the session, mentioning related sessions, training events and themes.
Activities:	The steps of which each session is composed are described in detail here in sequence.
"Summary"	The left column may include an optional phrase summarizing each step.
Materials:	Handouts and supplies used in the session are listed here.
Trainer Notes:	Advice and explanation of activities and steps; different opinions and approaches to the topic in the session are all included here.
Resources:	Books, manuals, and people providing information beyond the scope of this session are listed here.

NOTE TO READER: There is no page 22.

INTRODUCTION TO TRAINING: AN ICE BREAKER

Time: 1 hr. 55 min.

Goals: For trainees and trainers:

- To share information about each other and encourage communication.
- To set the climate for active participation in training.
- To define and clarify expectations of the training program, trainers, and each other.

Overview: During this session, trainees and trainers are introduced and share information about themselves. Expectations of training are developed which are used in later sessions.

Activities:

Time:

Introduction

1. Review goals and agenda of session (both could be 10 Min. written on newsprint or the blackboard).

   Trainers may shake hands with everyone especially if the trainees are going to a culture like West Africa.

Name Game
20 Min.

2. Explain to the trainees that an exercise in learning and remembering names will follow. State the guidelines for the "name game" and start the exercise.

Any one of various games for remembering names can be presented during this session. One game that has been successfully used follows:

* Trainer begins by giving his/her name preceded or followed by a word which:

1. Describes how the trainer is feeling at that moment and,
2. Begins with the same first letter of his/her name (such as "Mike Motivated" or Nancy Nervous").

* Moving clockwise around the room, each participant then takes a turn at repeating all the preceding names and descriptors and adds his/her name to the end of the growing list.

* The game ends when all participants have added their names and have tried to repeat the list.

Symbol
Activity
Min.

3. The following is a team building/ice-breaker exercise with the aim of encouraging trainees to identify their 15 interests in joining Peace Corps.

Symbols

Ask trainees to uncover the symbols/artifacts placed around the room, and to start the tape player of host country music at its station.

As trainees observe the symbols/artifacts and listen to the music, ask them to identify the station they think is the most interesting.

Ask trainees to move around the room, examine the symbols and choose one, then move to that area and introduce themselves to others gathered there. Each trainee shares their reasons for choosing that particular symbol.

Large Group
Sharing
15 Min.

4. After trainees have had a chance to talk for 10-15 minutes, ask a volunteer from each group to share some of the themes that were generated during their discussions.

As the groups report back, the trainer:

.encourages brief comments
.points out similarities in the concerns
.relates their ideas to training goals and the program

Individual
Expectations
15 Min.

5. Request trainees to take their notebooks, and individually:

.identify which symbol best represents their expectations for the training program
.list their expectations of the training program, with a focus on skills they will need to be PCV's.

Small Group
Expectations
Listing
15 Min

6. Form small groups, and ask trainees to discuss their expectations of the program. Each group should develop a list of their five most important expectations (on newsprint). All lists should be posted.

Large Group Sharing of Expectations 20 Min.

7. Reconvene the large group, draw up a composite list of expectations, and review each expectation for clarity and understanding.

Review of Goals 5 Min.

8. Conclude the session by reviewing the sessions' goals and explaining that the list of expectations will be used in a later exercise on skill needs.

Materials:

- .A plant the trainees will grow (for Crops trainees).
- .Large symbol of a small animal (for Livestock trainees).
- .A large map or symbol of the country to which they'll be going.
- .Artifacts and tape recordings easily recognizable as being fro the culture to which the trainees will be going.
- .Notebooks, pens

Trainer Notes:

1. All trainers should be present for this activity.

2. Parts of this session, as well as many following sessions, may be redundant if trainees have completed a CREST or CAST Trainers should find out if trainees have previously completed an ice-breaking exercise.

3. In step 2 the trainer may choose another name game or desig a new one. An ice breaker drawn from the host country culture is appropriate.

4. For step 3's Symbols exercise, collect the plants, tapes or records of host country music, artifacts (e.g., hats, cloth statues), maps, and draw the small animal before the session.

   .Place the symbols, artifacts, or tape player at stations an equal distance from each other. Chairs should be near each station.

   Another team-building exercise can be substituted for the Symbols exercise (refer to the team building section of Volume I).

   The point is to get trainees thinking about the expectation of training and Peace Corps that they bring to the training and what skills they need to acquire during the training program. Steps 6-8 build on this step.

5. Save the list of expectations developed in step 7 for session #2: SKILL NEEDS AND RESOURCES (Skill Group II).

GROUP RESOURCE ASSESSMENT

Time: 1 hr. 55 min.

Goals:

1. To share the skills, experiences, knowledge, and interests of other trainees and trainers.
2. To practice gathering information using active listeni and interviewing skills.

Overview: Trainees and trainers interview each other. The informati gathered is posted and used in later sessions. (See Skill Group II - Session #2). This session also serves to get trainees and trainers talking to each other.

Activities:

Time:

Introduction
10 Min.

1. Review the session goals and procedures.
2. Present a short talk on the value of a group resource assessment. Include the following points:

.When entering a new community like training (or a PCV placement), gathering info about people is valuable for making friends, identifying local ag practices, and discovering how the community works.

.Interviewing skills will be used in later Community Analysis sessions.

.Awareness of trainee skills and experiences will help trainers include trainees as co-trainers or counterparts for sessions dealing with such skills.

Brainstorming
Questions
10 Min.

3. Have the group brainstorm a list of interview question which could help assess the group skills, knowledge, experience, and interests.

Focus the brainstorming on the key of the interviews: Skills, knowledge, experience, and interests. (These points can be written on the blackboard).

Pare down and consolidate the interview questions, so that the list does not exceed 4 or 5 open ended questions that will stimulate conversation. The difference between yes-and-no and open ended questions can be highlighted. (See p 58-E, The Role of the Volunteer in Development.

5 Min. 4. Post and review the interview format.

The Interview Format:

Step A: (5 minutes)

Find someone in the group whom you don't know and move to a comfortable, private location.

Step B: (30 minutes/15 minutes per person)

Interview one another using the list of questions as guidelines.

Step C: (10 minutes)

Complete written reports on the interviews.

Step D: (5 minutes)

On a separate sheet of paper, complete the following statements, using the interview reports as a reference:

- * (Name of Person) can be resource to our group in the following ways . . .
- * . . . is interested in finding other group members who . . .

Step E: (10 minutes)

Share the interview sheets with your partner and make any modifications or additions.

Step F: (10 minutes)

Post the interview reports and walk around the room scanning the other interview reports and noting any information of special interest.

70 Min. 5. Have the participants go through Steps A-F.

10 Min. 6. Facilitate a discussion of the groups' overall impressions of the resources that exist within the training community.

10 Min. 7. Conclude the session with the following points:

- Ask what trainees learned about interviewing fro-this activity?
- Ask what advantages and disadvantages are anticipated in using inter views to gather information about the local community?
- Skills of the group will be matched up with the needs of the group in the next session: SKILL NEEDS AND RESOURCES.

Materials:

- Newsprint or flip chart
- Magic markers
- "Interview format" on newsprint
- Pens and notebooks

Trainer Notes:

1. It is helpful to keep the interview reports posted for several days so that everyone can examine them more closely. They are used in Session #2:SKILL NEEDS AND RESOURCES (Skill Group II; Step 6).
2. The reports should be kept in a place where they are accessible and can be used as continuing resources throughout the program.
3. In order to promote a sharing of experience among all program participants, it is recommended that the entire training staff engage in this activity. This includes secretaries, site administrators, cooks, farm managers, laborers, etc.
4. For groups larger than 20 trainees, more than 10 minutes will be needed for the group to walk around and read the interview reports in Step F.

Resources:

The Role of the Volunteer in Development: A Training Manual, Dec., 1981, OPTC, Core Curriculum Resource Materials, p. 55, (kinds of information), p.58 (types of questions).

SKILL NEEDS AND RESOURCES

Time: 2 hrs. 25 min.

Goals:

1. To identify skills trainees will need in Peace Corps Volunteer Service from their readings.
2. To revise trainees' list of expectation of training.
3. To identify who in the group can help trainees acquire the needed skills.
4. To identify when the needs will be met, if possible.
5. To agree on norms.

Overview: Trainees and trainers share life experiences which are specifically useful in the training program. A list of skill needs is updated and related to the training schedule.

Activities:

Time:	
Introduction 10 Min.	1. State goals and review agenda. Link session to prior Session #1 INTRODUCTION TO TRAINING: AN ICE BREAKER (Skill Group I) in which a list of expectations was developed which will be used now.
Review Expectations 5 Min.	2. Ask trainees to review the list of expectations posted from session #1 (Skill Group 1, Step 7) and to note those expectations that identify skills trainees need to master to become Peace Corps Volunteers.
Reading of Trainers' experience 20 Min.	3. Distribute descriptions of trainers' development work overseas, and ask trainees to read them. Trainers clarify anything about their past after the reading is completed.
Relate to TAC's 10 Min.	4. Discuss trainers' experiences and identify similarities to the work description in the trainees' TAC Sheets.
List Skill Needs 20 Min.	5. Trainer requests trainees to identify other skills they will need to master as Peace Corps Volunteers. List skill needs in a column on the left side of the blackboard. Ask trainees to incorporate the list of expectations from

Session #1 (Skill Group I) into the list of skill needs. Toward the end of this step, the trainers can also add skill needs that trainees did not discern, but which are nonetheless needed.

List experiences
15 Min

6. Recalling the interviews from session #1 (Skill Group II), have trainees list on the right side of the board the life experiences or skills that they have that would enable them to help others acquire the needed skills listed on the left side of the board. Write the life experiences/expertise of both trainees and trainers next to the relevant skill needs. Include expertise of staff members not present (i.e. cooks, secretaries are often not able to attend sessions like this, although they have valuable skills).

First week's schedule
15 Min.

7. Distribute the first week's schedule and answer any questions.

Classify Needs
20 Min.

8. Identify skill needs which:

   .Will be met in sessions in the first week.
   .Staff has planned to address later in the schedule
   .Can be met by schedule adjustments.
   .Will be met in-country or later through in-service training.
   .Cannot be met in training.

Share Idiosyncracies
5 Min.

9. Trainer talks about his/her training cycle and requests trainees to discuss their idiosyncracies. Such as:

   ."I solicit your feedback". Relate how feedback had a positive effect on yourself, e.g., "when the Peace Corps Director gave me feedback that I dressed like a slob, I noticed I got more respect at my village if I dressed better."

   ."I want to share responsibility for making activities work. I'd like a trainee to be a timekeeper for us during sessions."

   ."I may at times use African gestures, e.g., hissing and sucking my teeth."

Contracting norms
20 Min.

10. Propose that the group make an agreement on training norms (or a "conduct"). List norms or standards of conduct trainers expect of trainees. Ask for discussion, additions, deletions to these norms. Check for clarity. Ask for an agreement to the list of norms--this can take a verbal form and/or everyone initialling the list of norms.

Norms can include the following issues:

- .Promptness
- .Drinking/eating/alcohol during session
- .Feedback guidelines
- .Independent work load

Summary 10 Min.

11. Solicit final questions and comments. Restate session goals and summarize the activities of the session.

Materials:

- .Blackboard and chalk
- .Flip chart of "Composite list of Expectations" of the training program, from Step 7, Session #1: INTRODUCTION TO TRAINING: AN ICE BREAKER (Skill Group I), or list of expectations from CRESTs or CASTs.
- .Trainee assignment criteria (TAC) sheets (one for each trainee).
- .Written documentation of trainers' experiences as PCV's or development workers in developing countries, such as:
  - .Resumes
  - .171 (Federal Job Application Form)
  - .Description of services (DOS's)
  - .Posted interview reports from Session #1, Skill Group II: Session 1, GROUP RESOURCE ASSESSMENT (Step 5).
  - .First week of training schedule printed out (one for each trainee).
  - .A prepared list of norms trainers expect of trainees.

Trainer Notes:

1. Confirm that the trainees have read their TAC Sheets and that they bring them to the session.

2. If trainees have gone through a CAST or CREST, obtain the list of expectations of training and Peace Corps developed by trainees. These can be substituted in Step 2 for the list of expectations developed in the INTRODUCTION TO TRAINING: AN ICE BREAKER (I,1) if the latter session was not done.

3. Obtain written descriptions of every trainers' experiences in development work overseas for Step 3. This can be done during staff training as a team building exercise.

4. It is important that all trainers participate in the session:

   - .To clarify their descriptions of overseas work (Step 3)
   - .Add needed skills unperceived by trainees (Step 5)
   - .Share idiosyncracies (Step 9)
   - .Assist in agreement on norms (Step 10)

5. Review pre-training questionnaires (PTQ's) filled out by trainees before the session, to help prime the listing of relevant skills in Step 6.

6. In Step 7, there will be more flexibility for staff to adjust subsequent schedules if only the first week's schedule is distributed. Also, trainees will not be so overwhelmed by a complete schedule.

7. Keep a record of requests for schedule adjustments, skill needs deferred or impossible (Step 8) for inclusion in the final training report.

8. Trainees may be encouraged to keep a notebook, which could be used as part of extension component assessment. Refer to the Cross Cultural Workbook if it was introduced in CAST or CREST. This could be introduced as a norm (Step 10).

COMMUNITY ANALYSIS METHODS AND STRATEGIES

Time: 1 hr. 55 min.

Goals:

1. To list information gathering techniques and review steps in an information gathering process.
2. To review information filtering.
3. To review crops and livestock activities that relate to the community, emphasizing the two way nature of the process.
4. To develop group community analysis strategies which will be implemented.

Overview:

This session begins the orientation and organization phase for the day long community analysis. Interviewing skills developed in a prior session are built upon, and the methods and strategies developed will be used in later sessions such as the Live-In.

Information gathering techniques, information filtering, suggestions for strategies, and how these steps fit together are presented, followed by time for the teams to develop their own strategies.

Activities:

Time:
Introduction
20 Min.

1. Ask what trainees have learned about the site already, and how they did it. Give positive feedback to trainees who already gathered information, and make linkage to goals. Review the day's schedule, i.e., that this activity is the first segment on an eight-hour block. Immediately following this is the four hour information gathering in the community, which is in turn followed by the two hour Community Analysis follow-up. During the follow-up session, emphasis is placed on analyzing the information, and looking for uses of the information.

   Mention the community analysis that was done by the trainers on arrival at the site. Ask if anyone has had previous experience doing a formal community analysis.

A brief war story about how a lack of information about a community or incorrect information (i.e., not filtered) caused a PCV a lot of problems may be appropriate.

Ways of collecting information
15 Min.

2. Recalling earlier the Skill Group II, Community Analysis Session #1, GROUP RESOURCE ASSESSMENT, ask how information was gathered about the training community? List other ways of collecting information.

Information Filtering
15 Min.

3. Ask if one day or first impressions tell us a lot? How do you test the validity of information?

Introduce concepts of information filtering, and some common mistakes.

Concepts	Examples of mistakes
A. What am I really asking? What do I really want to know? Is this the right question to ask?	A. Asking people if they eat well instead of asking them what they do eat when you want to find out about nutrition.
B. Is this the best source?	B. Asking a ministry official what the conditions are like in an outlying district, instead of asking several people from the village.
C. Before making assumptions, attempt to verify.	C. Believing another volunteer who got the information from a "friend" and swears it is true. Consider the source.
D. What do I do with the information I get?	D. Making decisions on limited data, even when verified, without waiting to see if more information might surface which could change the meaning.

10 Min. 4. Outline the steps involved in information gathering. The following steps can be written on a blackboard.

Step 1 Input	Step 2 Process	Step 3 Output	Step 4 Goal
Gather info Convert to: Inferences Hypotheses Guesses Keep a journal Draw up a map	Evaluate info Test inferences Analyze	A working knowledge of how a community operates	To build a work strategy

Explain that we will be focusing primarily on Steps 1 and 2 of the above model since these steps can determine success or failure in our development efforts.

5. Explain that the trainees will form two information gathering teams (or some other grouping that they decide on) and develop their stratgy for the community visit:

- a community analysis model
- methodologies to be used
- a list of questions
- information filtering of the answers.

6. Distribute a handy map of the community. Mention that information gathered could be filled in on a 5' x 5' map of the community.

7. Stress later training activities that information gathered can be used for: Live-In, Extension Worker Visit, Church Visits, Farmer/Community Meetings, Field Day. Point to Technical activities such as farm visits in which local farming operations will be investigated. Refer to the Crops and Livestock guidelines for ideas about Agriculture Surveys and useful information to look for.

8. Emphasize the two way nature of the Community Analysis. Community people will ask questions and want information about Peace Corps, the training, about the questioner. A role play may bring this out.

Handout
5 Min. 9. Distribute Handout II-3-A: Information Gathering Strategy and let them know the times they have to develop their strategies, carry out the information gathering, and when the whole group meets to analysis the information.

Dividing into Teams 40 Min.

10. Have the trainees divide into groups and develop their strategies.

Materials:

- .Blackboard & Chalk.
- .Handout #II-3-A: Information Gathering Strategy
- .Handy maps of the community.
- .Lunches from the cafeteria, or cash-in-lieu for lunch to be purchased in the community.
- .Live-In Activity letters of introduction
- .Brief description of other activities involving the community for distribution by trainees.
- .5' x 5' portable blown-up maps of the community, perhaps one for physical features, one for non-physical features.

Trainer Notes:

1. The training site itself--offices, bulletin boards, resource center or library--is a part of the community and a source of information. This can be brought out in session #5: ANALYSIS, ORGANIZATION, AND SHARING OF INFORMATION FROM THE COMMUNITY.

2. Arrange bag lunches and transportation for participants if needed.

3. Refer to pp. W8-W11 in Werner's Where There Is No Doctor, and pp. 3-41 in Brownlee's Community, Culture, and Care for ideas about questions.

4. For step 3, refer to the Core Curriculum's The Role of the Volunteer In Development: pp. 83-90 for a complete lesson plan on information filtering, including diagrams.

5. Note how the group organizes itself to use group resources to gather information from the community, and bring out the process used in the Community Analysis follow-up session. The process will serve as an example for later Community Organizing sessions.

6. Decide whether any special arrangements must be made with the community prior to these visits.

7. If trainees cannot speak the local language, language teachers or local informants could be asked to serve as interpreters.

Resources:

- .Werner, Where There Is No Doctor, pp. W8-W11
- .Brownlee, Community, Culture & Care, pp. 3-41
- .Crops Guidelines
- .Livestock Guidelines
- .Office of Programming and Training Coordinator, The Role of the Volunteer in Development: A Training Manual, Core Curriculum Resource Materials, December, 1981. Pp. 53-66, 83-90. P. 61 has another format for developing a strategy.

GATHERING INFORMATION IN THE COMMUNITY

Time: 4 hrs.

Goals:	1. To enter and establish rapport with a community.
	2. To gather information in the community using the strategy developed in the preceding session.
Overview:	See session #3, (Skill Group II). Trainees implement the information gathering strategy developed in that session.
Activities:	
Time:	
4 hrs.	As determined by the information gathering teams.
Materials:	.Bag lunches, transportation, if required.
Trainer Notes:	Wander around the community on a bike or on foot with the trainees. Spot check trainees progress, role-model approaches to community members.

ANALYSIS, ORGANIZATION, AND SHARING OF INFORMATION

Time: 2 hrs. 25 min.

Goals:

1. To organize and share information gathered from the community visit.
2. To examine and contrast the community analysis strategies used by the teams.
3. To relate the community analysis methods to future sessions.

Overview: The trainees have investigated the community. The information gathered is now organized and shared with the group. Feedback is given on the team presentations and the overall community analysis exercise.

Activities:

Time:

Introduction of session and roles
15 Min.

1. State objectives of the session. Invite questions and comments. Mention the following points:

   - Along with the task of presenting the gathered info goes the task of organizing what each team member does. Possible roles for team members include:

     A. Discussion Guide: Guides the members through the meeting. Keeps meeting on track to goals, helps clarify, identifies tasks.

     B. Timekeeper: Keeps track of the time.

     C. Recorder: Records information for use during the meeting.

     D. Process Observer: Watches and reports how members are working together as well as what they are accomplishing.

Organizing Presentation
45 Min.

2. Have the information gathering teams meet to organize and prepare presentation about the community and the team's approach to it.

Ask the teams to:

- .Illustrate on newsprint the community analysis strategy the teams used including questions, methods, sources of information, filtering done, and the map drawn up,

State that the teams have 45 minutes to prepare their presentation and 40 minutes for all the presentations to be given. Distribute newsprint and markers to each team.

Presentations 40 Min. — 3. Teams give their presentations.

Feedback 5 Min. — 4. After the last presentation, solicit brief comments and feedback. Focus on the effectiveness of the presentations.

Break 10 Min. — 5. Have a short break.

Discussion 20 Min. — 6. Reform the large group to discuss the whole community analysis process, as well as the information garnered by the teams.

Focus the discussion on the following:

- .What were the different community analysis strategies used?
- .Which strategies were more effective? Could they be combined?
- .Was important information overlooked? (e.g., women's role, power sources, values of the community.)
- .How well did your information filtering techniques work? Suggestions for better techniques?
- .How did the community react to you? What did the community learn about the training program? And about you?
- .How would you do a community analysis different in the future? (e.g., look consciously at what women do, etc.)
- .What was the most difficult part of the process?
- .Is your community analysis of the training site over?

Closure
10 Min.

7. Review the session objectives and activities. Mention future Extension and Technical sessions in which the community analysis will be carried on, e.g. Live-In.

   Possible points of discussion:

   .Did the session meet its objective?

   .What did you learn about roles in groups?

   .How will you apply the community analysis process at your site?

Materials:

.Newsprint and markers
.5' x 5' skeleton map of the community (from session #3, Skill Group II).

Trainer Notes:

1. If there is no training resource center/reading room/library organized, ask trainees to organize this during step 7 of the activity. The staff have country specific and Peace Corps information, including tools, maps, handouts, that if organized in one place could be a valuable source of information for trainees to exploit on their own time. A sign out sheet or card catalogue, and a listing of all the resources available, could be organized by trainees.

2. Trainer should stress the later technical sessions that will use community analysis skills. Tech trainer involvement in the activity's closure, step 7, might make this point clearer.

3. Post the 5' x 5' community map at a convenient spot, and encourage trainees to add on information during the program as they learn more about the community. Weekly training meetings are a convenient time to share and record newly gathered information.

4. Observe the trainees' interactions as they work in teams. Useful examples of skills in communicating, decision-making and problem solving can be brought up in later sessions, e.g., in the Community Organizing skill group.

References:

Refer to Session #3, (Skill Group II) for additional references.

COMMUNITY FAMILY LIVE-IN ORIENTATION

Time: 1 hr 55 min.

Goals:

1. To clarify logistics and contingency plans of the Live-In.
2. To clarify trainees' concerns about the Live-In.
3. To have trainees propose personal support strategies in response to their own concerns and issues brought up by the trainer.
4. To clarify trainee skills to be practiced during the Live-In.
5. To gather information about the community that can be utilized in subsequent extension and tech activities.
6. To have trainees personally respond to living with a family of a different ethnic and cultural background, in order to gain information about site placement needs as a PCV, and practice everyday transactions in a new setting.

Overview: This session introduces the Family Live-In community analysis exercise. In small groups trainers verbalize needs and concerns, (prompted by issues supplied by the trainer), and their responses to those needs. In a large group, the trainees' share their personal support ideas. The trainer emphasizes trainees self support and support of each other, though trainer support and availability is made clearer. The community analysis, personal support, and cross cultural adaptation skills to be practiced are e clarified, and future extension and tech sessions that build on th Live-In are delineated. Finally, the trainees are asked to examine their own reaction to the Live-In placement as a guide to their eventual PCV placement.

Activities:

Time:

Climate
Setting
10 Min

1. Review session goals. Recall previous community analysis sessions. State that the Live-In is not a test of the trainees for the staff's benefit, but rather the Live-In is a chance for trainees to individually practice skills and become aware of how they react in different cultural settings.

Logistics
20 Min.

2. Review Live-In logistics, including:

   - dates and times.
   - meals, with families, at training sites.
   - money for families, trainees.
   - lists of families and trainees staying with them.
   - family expectations.
   - storing valuables, keys for dormitories, rooms during Live-In.
   - transport arrangements, restrictions.
   - phone numbers of staff, training site.
   - contingency plans and procedures in case of problems or emergencies. Who to contact.

Orientation
to Small
Discussion
15 min.

3. Introduce the following small group discussion. State that trainees have a chance to share concerns and apprehensions with each other about the Live-In.

   To prime the discussion, have each group choose their own 2 or 3 topics from the following sample list on the blackboard as examples of situations that have come up in previous Live-In's.

   a. You are vegetarian. Family kills a pig for a special meal in your honor.

   b. You are an atheist. Family asks you to say grace for meals, and spend most of weekend at church with them.

   c. You hate fat and grease. Your families' meals are laced with lard and oozing with grease.

   d. Neighborhood members of the opposite sex seem magnetically attracted to you. A trainee of the opposite sex living nearby seems oblivious to your being harrassed.

   e. Your family lives 5 miles from the training site. Peace Corps prohibits hitch-hiking. You need to get to training sessions every morning.

   f. Families will receive the honorarium check after the Live-In. Your family asks you for the check, when you arrive.

g. You don't drink alcohol. Your family runs a bar next to your room. You are continually invited to share beers. It stays noisy till 2:00 a.m. nightly.

h. The first day, you can barely understand a word of the language the family speaks with you.

i. You hate insects. Roaches, mosquitoes, and spiders share your bedroom.

State that trainees should come up with support strategies in response to their personal needs and the list of examples. Point out that after 20 minutes of small group discussion, their concerns/needs and proposed self support strategies will be shared in a large group discussion.

Ask if there are any questions about the small group discussion.

Small Group
Discussion
20 Min.

4. Form small groups of 5-7, each group having chosen 2 examples from the list. Discuss topics and develop strategies.

Large Group
Discussion
30 Min.

5. Reform large group. Ask each small group to share their major concerns, and the corresponding personal support strategy. Do impromptu role plays of strategies in action if appropriate. Ask local community members (from the staff or perhaps from Live-In families) to be present and comment on the appropriateness of the strategies. Give feedback to the group on the validity of their concerns, based on past Live-In experiences.

Positively reinforce those strategies that rely on their own skills or on fellow trainees for support.

Ask if the families have any concerns or apprehensions about the Live-In?

Stress that trainees should feel no hesitation to report incidents of sexual harrassment or dangerous situations to trainers. Make clear the training staff's availability for support.

Skills to
be practiced
10 Min.

6. On the blackboard, brainstorm with the group a list of skills to be practiced on the Live-In. Refer back to the personal support strategies in step 5 as examples of Personal Support Skills.

Possible skills to be practiced include:

Community Analysis:	-information gathering -interviewing -information filtering
Personal Support:	-utilizing stabilizers -counseling -patience
Cross Cultural Adaptation:	-saying no appropriately -keeping perspective when dealing with ambiguity and culture shock -transacting skills
Communication Skills:	-active listening -perceptive checking -clarifying -recognizing non-verbal communication: body language, facial expressions
Technical Skills:	-doing an agriculture survey. Refer to the Crops Guidelines and the Livestock Guidelines -method demonstrations

Highlight related sessions, closure, and Bon Voyage
10 Min

7. Point to specific future sessions for which trainees can gather information during the Live-In. For example, farm visits, farmers' meetings, farmers' organizations sessions, community meetings, training social events.

8. Ask trainees to watch their own reactions to their Live-In situation, i.e., how they handle this new situation. Ask them to reflect on their experiences in order to get a feeling of what type of placement they would be most comfortable in as a PCV. Ask trainees to observe how everyday transactions are different from their prior experience, and to practice these new ways of getting transportation, ordering food, etc.

9. Ask for any unresolved issues concerning the Live-In that need to be clarified.

10. Wish trainees a good Live-In.

Materials:

- .Honorariums for families
- .Means of transport
- .Blackboard & chalk

Trainer Notes:

1. The preparation for this activity requires much time and work from the trainer, in close cooperation with other trainers, the local extension service, local community leaders, the families, and the trainees. Good contacts and preliminary information can be collected by the trainer in their Comunity Analysis and Extension Worker Visit activities. The families selected should be as close as is feasible to the future farmer families that trainees will be working with as PCV's.

2. The following Live-In tasks lists should be started at least a month before the Live-In!

   -public announcement of upcoming Live-In, inviting families to sign up for a trainee, by radio, town crier, Chiefdom, speaker, church announcement. (Radio and church announcement should be no longer than one paragraph).

   -circulate a cover letter outlining reasons behind and logistics of the Live-In to community leaders, churches, and town chiefs. It can be hand carried by trainees during their prior community analysis exercises.

   -develop a list of possible families.

   -visit families, discuss the following with families.

   - .what is Peace Corps.
   - .purposes of Live-In for Peace Corps.
   - .what dates.
   - .how many days.
   - .what accommodations for trainees.
   - .what remuneration.
   - .what each family can get out of it.
   - .male or female trainee preferred, how many trainees preferred by family.
   - .what trainees will do with families.
   - .what meals will be eaten where.
   - .safety, sanitary, and food needs of trainees.

3. Arrange a community meeting between trainees and families early in the programs.

4. Make sure that the training cooking staff is clear about when trainees and trainers will be taking meals and when they will not.

5. Care should be taken that at least some staff members stay at the site, who can be contacted in case of emergency during the Live-In.

6. If the trainees are already living with families, this session could involve the trainees staying the weekend in neighboring farming hamlets.

7. This session can be split into two, if the trainer wants to have trainees verbalize their apprehensions about the Live-In sooner in the schedule than the identification of skills to be practiced steps. In other words, steps 1-4 (1 hour, 5 minutes) could be gone through before steps 5-7. (50 min.)

ANALYSIS AND SHARING OF INFORMATION FROM THE LIVE-IN

Time: 1 hr. 55 min.

Goals:

1. To reflect on and describe:

   .personal support strategies used.
   .skills practiced.
   .feelings from having lived with a family.
   .goals from the Live-In exercise reached by you and your family.

2. To share information gathered about the community.

Overview: This session is the point of the Live-In, in which trainees are asked to reflect on their experiences, and generalize about how they would fit into their eventual site community.

Trainees decide how to share information gathered, and then share and filter the results of their community analysis.

Activities:

Time:

Linkage
10 Min.

1. Welcome trainees back to the site. State goals, and recall goals of session #6: Community Family Live-In Orientation (Skill Group II).

Orientation to Small Group Discussion
10 minutes

2. Introduce the following small group discussion. Recalling their experiences with their Live-In family, ask trainees to reflect upon or process these experiences with each other. Post the following on newsprint as possible guides to the processing:

   .personal support strategies used.
   .skills practiced.
   .stereotypes challenged or reinforced
   .highs, problems during the Live-In
   .feelings experienced

Ask if there are any questions about the small group discussion. State that the groups have 30 minutes available.

Small Group Discussion 30 Min.	3. Break the group into small groups, perhaps one group of all the women, the other of all men, or groups of 5-7.
Orientation to Large Group Discussion 10 Min.	4. Reform large group. Ask trainees to recall how they organized themselves as teams to share the information from the Community Analysis exercise earlier (Session #5 Skill Group II, Steps 1-2). Ask them to quickly organize themselves again to share information. (Possible facilitator roles: Discussion Guide, Timekeeper, Recorder, Process Observer, others.) Ask the group to: -make a decision on how to share the information gathered. -share, filter, and analyze agricultural, cultural, health, extension information possibly adding to the map of the community. Clarify any questions about what is to happen. State that the group has 45 minutes available.
Large Group Discussion 45 Min.	5. Group shares information.
Closure 10 Min.	6. In closing, ask if trainees reached the goals of this session. If trainees will see their family again, inquire if they would like to give the program's official thank you letter to the family for their hospitality. Hand the letter out to interested trainees.
Materials:	Official program thank you letters to families for their hospitality in the Live-In.
Trainer Notes:	1. Observe the trainees' interaction and process as they work in the large group discussion. Note examples of good use of communication skills, community organizer skills, and other skills for future sessions.

INDEPENDENT RESEARCH OF ICE RESOURCES

Time: 1 hr.

Goals:

1. To learn of ICE publications available to them PCV's, and other resources relating to PCV assignments.
2. To identify and research a topic relevant to your job assignment.

Overview:

This session gives trainees an orientation to written resource available to PCV's listed in I.C.E.'s (Information and Collection Exchange) publications bibliography: Appropriate Technologies for Development. Other resources found in the training resource center or available from trainers are referred to.

Trainees are asked to identify a topic that they would like to learn more about related to their PC work. Time is made available for trainees to research this topic in the resource center.

Activities:

Time:

Introduction
5 Min.

1. State objectives. Point out that PCV's often need to do independent research at their sites, to learn about something with which they have had no previous experience.

Read Handout
20 Min.

2. Distribute handout II - 8 - A. Appropriate Technologies for Development, Information Collection and Exchange Publications. Explain that ICE publishes the manuals, reprints resource packets, case studies for PCV's on a wide selection of topics. Allow trainees time to read through the handout.

   Ask if there are any questions. Mention that ICE also has An Annotated Bibliography: Non-Peace Corps Publications Available Through ICE from which other resources can be obtained by PCV's. Refer to other sources of information in the training resource center or from trainers.

Identify interesting topic
5 Min.

3. Ask trainees to write down a topic related to their job assignment about which they would like to learn more.

Independent Research 30 Min.	4. In the time remaining and in the trainees' own time, trainees can research this topic among the resources indicated, with the help of trainers if needed.
Materials:	.Handout II - 8- A: Appropriate Technologies for Development, Information Collection & Exchange Publications. .Resource Center contents. .Trainers' collections of resources.
Trainer Notes:	1. The trainees can use this session as preparation time for subsequent sessions in which trainees will train others, e.g., method demonstrations, scale model demonstrations, field day (all in the Agriculture Extension Skill Group). 2. Handout II - 8 - A; and other ICE bibliographies may be revised and replaced from time to time. Check which is the most recent to be handed out to trainees.

INTRODUCTION TO DEVELOPMENT

Time: 3 hrs.

Goals:

1. To assess personal views of development and the assumptions underlying these views.
2. To be confronted by different views and assumptions about development.
3. To link assumptions of development with consistent actions.
4. To develop personal definitions of development and PCV roles in the development process.

Overview: This session provides an introduction to development work. The session is meant to stimulate people to make explicit their own assumptions about development work, challenge them, to make a linkage between assumptions and actions, and to get a bit of practice at the assumption - action linkage. Assumptions form the basis of how we behave - sometimes we don't examine our assumptions sufficiently, sometimes they prove to be invalid when the context of our lives changes (e.g., moving from the U.S. to another country), and sometimes there are incongruencies between thought and action. The session is aimed at dealing with these issues.

Activities:

Time:

(A day before the Session)

1. Distribute handout III - 1 - A: Foreign Volunteer Services: A Host National Perspective to trainees.

Introduction 10 Min.

2. Set climate, e.g., "A trainee once said, how real is the chance that I'll have a negative effect overseas? This session will hopefully start to help clarify an answer for each of us, and in fact to increase the chance of having a positive effect overseas."
3. State session goals and post them. Give an overview of the session.
4. Refer back to prior trainee experiences with development either overseas or in CREST or CAST readings. Ask the

group what questions were raised by Handout III - 1 - A. List a few of the questions on the flipchart and state that we will return to these and other questions during the course of the session.

Role Plays
30 Min.

5. Move into the two role plays attached in Trainer Notes #8. Trainers play the role of the non-volunteer in each role play, as they will know which issues to push. Keep the role plays short - no more than five minutes. Let more than one person play the same role. For example, if a trainee says, If I were ______________________, I would have . . .," interrupt and invite him/her to try his/her strategy in the role play. Bring out different stances on the same issue.

Process each role play as it ends. Move the discussion around. Sample process questions for each role play:

.What were the values of non-PCV role players? What dilemmas about development did it stimulate for you?

.What assumptions are evident in each role play?

At end of role plays, summarize responses and state that the values and assumptions we bring to the job are keys to how we behave. In the next part we'll look at some specific assumptions and how they affect our work.

Fill out
Assumptions
scale
10 Min.

6. Distribute Handout III - 1 - B, Assumptions About Development. State that the statements in the handout have been selected in part on the basis of the reading assignment and will be used later for discussion purposes, and that some of the assumptions demonstrated in the role play will be evident as well. Trainees fill out the sheets by placing a mark on the number of the scale that best represents whether they strongly agree, strongly disagree, or feel somewhere in between with the statement presented. While the group is filling out the handouts, prepare sheets of newsprint with a number on each (1, 2, 3, 4, or 5). Post the sheets at equal distances around the room.

Sociogram
and discussion
40 Min.

7. When all have completed the handout, ask trainees to go stand by the number that they marked in response to question #1. Ask trainees at one extreme to explain their reasons for choosing that response. Choose someone from a group representing the opposite response and ask their reasons. Encourage discussion between the groups. Proceed through all six questions of the handout. If the whole group has the same response to a particular question, a shorter time could be devoted to that discussion.

It is helpful to have host country representative or staff involved in the discussion so that contrasts between trainees' views and host country people and/or staff can be explored.

After question six, ask trainees to review their own handout responses one more time, making any changes they wish based on the discussion.

Behaviors congruent with stance 30 Min.

8. Ask trainees to consider what these assumptions may mean in terms of what you do in your work as a PCV. Example: If I had marked "strongly agree" with number six, I would then need to find ways I could work more with children--perhaps at the local school, or through local "clubs". I would probably also have to learn the language since children who have not been to school speak no English. And so on.

Ask each person to choose one assumption statement they are most interested in or feel most strongly about and ask them to write down some specific behaviors or actions that assumption implies. Once participants have completed this, ask one or two people to share their behaviors/actions. Compare/contrast. Add to it if you see things missing.

After a couple of examples, ask people to continue individually with other statements. Participants need not come up with actions and behaviors for each assumption--just the ones they're more interested in.

Discussion 10 Min.

9. Ask participants to share the actions/behavior they developed for one question. Compare and contrast. Move it around to different people for different assumptions.

Reflection 10 Min.

10. Ask trainees to reflect on what they have done so far, to review their TAC Sheets again, and them complete the following sentences using as many answers as come to mind. (Have these four questions posted on flipchart).

I see development as ____________________

I see my role in development as ____________________

Development is the responsibility of ____________________

An effective development effort would accomplish the following
__________ (list) __________.

Small Group Discussion
15 Min.

11. Ask the group to form into groups of four and read and discuss each other's statements.

Large Group Discussion
15 Min.

12. Ask the group to come back together and summarize the conversations they just completed. Solicit individual statements from the group so that participants may get a sense of what others are thinking. Help participants consider how answers would be applied to their PCV placements and challenge vague responses by asking them to be more specific.

Ask the group to review questions from step four generated earlier. Respond to the questions plus any other questions generated during the session. If any particular questions during the session cannot be dealt with, explain how they will be addressed in subsequent sessions. Note that these four questions will appear and reappear throughout the training program and volunteer service.

Generalizing and applying

13. Ask people what they have learned from this session. Ask what kinds of actions individuals will be taking during training to address some of the issues raised.

Closure
5 Min.

14. Review the goals of the session and ask participants if the session matched those goals. Link this session to the sessions that will follow stating how different aspects of development work will be addressed during the course of the training program.

Materials:

.Flipchart with goals, step #3
.Role play sheets, step #5
.Flipchart with sentences for completion, step #8
.Notebooks and pens for trainees
.Handout III - 1 - A: Foreign Volunteer Services: A Host National Perspective, by Dor Bahadur Bista
.Handout III - 1 - B: Assumptions About Development

Trainer Notes:

1. Distribute Handouts III - 1 - A a day or two before the session, so trainees can have it read when they come to the session. However, this session will work even without the readings, though not as well.

Other appropriate readings may be subsituted as appropriate. Two possibilities are the article: Time for Change, by Tarzie Vittachi (pp. 22-29). The Role of the Volunteer in Development: Office of Programming and Training Coordination, Peace Corps, Core Curriculum Resource Materials, December, 1981, and Handout VII - 1 - E: On US Volunteers.

The Assumptions About Development Handout should be modified appropriately.

2. There may be resistance to procedure #8—asking people to come up with specific actions or behaviors to support stances they have taken. Acknowledge that it is a difficult activity, e.g. they have not been in-country very long, and so on—but do not let them off the hook. Give another example. Encourage them to do the best they can at this point in the program, and that we will come back to it later. It is important that this be pushed so that people will begin to see the link (and the occasional inconsistency) between broad assumptions and individual actions.

3. The role plays are not meant to be hostile; rather, the counterpart and headmistress are intended to be genuinely interested and diplomatically challenging to the volunteer. However diplomatic, the challenging must occur, so that individual beliefs and actions can be highlighted and linked to basic development themes. The staff members who are playing the non-PCV roles should be given their roles in advance and coached so they can be well prepared for the role play.

4. It is important to note that some participants may beed frustrated or paralyzed because there appears to be no right answers to some (many!) of the development issues raised in this session. Although there may be some "right" approaches for PCV's working in development (i.e., to work through others, to help people become self-reliant), it is the process of moving from the level of abstraction to the specific ways an individual thinks and acts when confronted with development alternatives which causes difficulty and frustration.

5. As part of this session, the trainer should make sure that volunteers understand that one goal of the Peace Corps development effort is to assist countries to achieve self-sufficiency, and that our efforts should be directed to that goal. If this did not come through clearly from their pre-departure training, you may have to spend time at the beginning of this session dealing with it. Subsequent sessions help participants explore specific steps towards this goal.

6. A proposed definition of development, reprinted here only as reference (not necessarily for distribution to trainees) is as follows:

> "Development is the unfolding of people's individual and social imagination in defining goals and inventing ways to approach them. Development is the continuing process of the liberation of peoples and societies. There is development when they are able to assert their autonomy and, in self-reliance, to carry out activities of interest to them. To develop is to be or to become. Not only to have."
>
> K.K.S. Dadzie
> Director General for International
> Economic Cooperative for the United
> Nations

ROLE PLAY #1: PCV

You are a volunteer who has been in-country for three months and you are going on a bus with your counterpart. You like your counterpart, although you don't know him/her too well yet. You think she is young and idealistic and see him/her as being a bit outspoken as far as (her/his country) goes.

ROLE PLAY #1: COUNTERPART

You are the counterpart of a PCV who has been in-country for about three months and you are currently on a bus ride up-country with the PCV. Since you don't know the PCV very well yet, this will give you a chance to share some of your beliefs about development and find out what the PCV thinks.

Tell the PCV that you believe strong central government control of development resources, projects, planning, and decisions is the only way development can really occur at the village level. After all, the most talented and best educated people work for the central government, it has more resources than any other level of government, and it has a wealth of experience in development projects on a nationwide level. Local people are too parochial, don't see the big picture, don't really have the resources, and can't really learn from others' mistakes and progress since most can't read. Ask the volunteer what he/she thinks.

If the Volunteer Agrees:

Tell him/her you are delighted you see "eye-to-eye." Then say that there are a couple of problems with this stance, though, and you'd like to know what he thinks. What happens if the local people don't trust the central government? What can we do? Localities do seems to differ, as do needs--how can the central government avoid rigid programs that will be inappropriate if applied everywhere? Finally, and most important, central government control seems to create dependency on outside resources and projects often flounder when these are removed. What does the volunteer think about that, and how does he/she think we can alter that?

If the Volunteer Disagrees:

Probe as to reasons why. Raise counterpoints. Ask for specific actions the volunteer will take to support his/her views.

If the Volunteer doesn't clearly agree or disagree:

Become a bit angry. Remind the PCV that you have just shared a deeply felt view about development and he/she is not really sharing in return. "What's the matter--don't you trust me enough yet?" Cajole a bit.

ROLE PLAY #2: PCV

You are a PCV (Agriculture Extension Worker) who has been in-country two months. You are at our official function to celebrate a local holiday. You run into the primary school headmistress who you have met once before and found to be an interesting person who was fairly up-front about her views. You say hello.

ROLE PLAY #2: HEADMISTRESS

You are at our official function to celebrate (whatever holiday is appropriate). At the function, you get a chance to talk to a PCV who has been in town just a short while. You are always been curious about PCV's--you have met others whom you have liked, but you are not sure what they contribute to the country's development. You worked long and hard to get your education degree and you've gone to several in-service workshops, and you taught for eight years and finally became a headmistress. Even with all that experience, you realize the job is still difficult. Yet, the Americans seem to send inexperienced PCV's without appropriate technical degrees to do responsible jobs here. (Share all this with the volunteer--finish by asking, "How can PCV's contribute if they are not technically qualified . . . if they don't have relevant experience?")

In this conversation with the volunteer, make the following points where appropriate:

* Friendships are fine, but what we really need is technical expertise—we can do it if we know how.

* What is your background? How technically qualified are you? What do you see your contributions as?

* One contribution you heard one volunteer say she could make was to help villagers help themselves. What does that mean? How are you (to the PCV) going to accomplish that here in (country)?

DEVELOPMENT WORK

Time: 2 hr. 25 min.

Goals:

1. To identify assumptions and values about the development process and the consequences such assumptions have in the planning and implementation of projects.
2. To identify effects of development on women, men, families, and communities.
3. To describe program consequences when women, men, and communities do not participate or are not considered in the various stages of development programs.
4. To explore scenarios of an individual trainee's two year stay in a village.

Overview:

This session follows Session #1: INTRODUCTION TO DEVELOPMENT and is intended to be more specific.

Using the case study provided about a development project sponsored by a large private voluntary organization, trainees will sharpen their analytical skills regarding development projects. In addition, they will become aware of the numerous unintended consequences of development as well as the short-sighted, but good intentions of development programs. They will also have an opportunity to relate what they learn to their future roles and identify strategies that can be used to avoid some of the problems presented.

Another more ideal case study of a PCV Agricultural Extension Agent is presented, and trainees are asked to write an imaginative case study describing how they would like to work in their village.

Activities:

Time:

(A day before the session) 1. (Distribute Handouts III - 2 - A and III - 2 - B for the trainees to read before session).

Introduction
10 Min.

2. Ask the group to visualize a mobile art object hanging from the ceiling (you may want to make a simple one as a prop to illustrate the point): the kind of mobile that is perfectly balanced with all the pieces connected together by wires. Ask them what happens when you touch one part of the mobile and to visualize the movement of all the other parts. In a certain sense this is what this session is about in the development scheme of things. Lead this into an introduction of the goals of the session, written out on a flip chart. Provide an overview of this session, linking the development theme of the first session to this one, as well as to the Community Analysis sessions in which the interconnectedness of the community was glimpsed.

Clarify that the case study brings up issues that appear many times as a village moves to "modern" ways. Ask if any broad clarification is needed?

Orientation
to small
groups
5 Min.

3. Divide the group into three smaller groups. Distribute Handout III - 2 - C to the first small group, Handout III - 2 - D to the second, and Handout III - 2 - E to the third.

Ask each group to:

-Answer the questions on the handouts about Handout III - 2 - A: Case Study.

-Prepare to share their answers to the group.

State that the small groups have twenty minutes for preparation and five minutes for a presentation.

Small groups
20 Min.

4. Small groups discuss Handout III - 2 - A: Case Study.

Large group
and presentations
20 Min.

5. Reform large group. Have each small group share their presentation. Encourage questioning between the groups.

10 Min.

6. Break. Prepare an energizer for next step.

Large group
5 Min.

7. Reform large group, present energizer.

Processing 10 Min.	8. Draw out first impressions of Handout III - 2 - B: Peace Corps Agricultural Extension Worker. Ask if the village seems to be developing according to your definitions of development from session #1 (Skill Group III- Step 10)?
Brainstorm Skills 10 Min.	9. Ask trainees to brainstorm a list of skills the PCV exhibited in interacting with the village. Possible skills include: -Community Analysis - information gathering -Networking -Facilitating meetings -Transferring responsibility
Write Own Case Study 10 Min.	10. Ask trainees to individually relate the description of the PCV Ag Extension Worker to their TAC Sheet and write a short case study describing their two year stay at their village. The trainees can write it in the past tense, and describe the skills that the trainees want to exhibit as PCV's.
Small Group Sharing 15 Min.	11. Form small groups and share their case studies with each other and choose one to read to the large group.
Large Group Sharing 15 Min.	12. Reform large group. Have each group share their selected case study.
Summary 10 Min.	13. Ask trainees to summarize the session, and determine if the goals have been met.

Materials:

.Notebook and pens
.Mobile - step 2
.Goals for step 2 written on flipchart
.Handout III - 2 - A: Case Study
.Handout III - 2 - B: A Peace Corps Agricultural Extension Worker
.Handout III - 2 - C: Questions For Discussion Assumptions
.Handout III - 2 - D: Effects of Project
.Handout III - 2 - E: Different Approaches

Trainer Notes:

1. Distribute Handouts III - 2 - A and III - 2 - B to trainees before the session, so the hand-outs can be read before the session.

2. If the group is large, two small groups could treat the same question in step # 4.

3. If available, the film Maragoli could be used instead of the handouts, in which case follow the lesson plan #2 in the Role of the Volunteer in Development Core Curriculum Training Manual.

4. Insights into possible answers to the questions raised in Step #5 (Handouts III - 2 - C, III - 2 - D, and III - 2 - E) can be found in Third World Women, Core Curriculum Training Manual, by the Office of Programming and Training Coordination, Peace Corps Washington. Specifically, the notes by Maryanne Dulansey delineate the different assumptions made by the project planners and their consequences.

   For example, some examples of changes which have altered sex role patterns and other systems in the community without addressing a "new unbalance or problem" are:

   - Introduction of cash crops alters the management of money in the family by shifting money earned to the man and leaving the woman without the money which came out of selling the excess of family garden products in the market.

   - It has been found that men's spending patterns are different than women's. Men tend to spend their money on material goods for themselves or the home while women tend to spend their money on food and clothes for the family.

   - In many cases, men support more than one family; so even when men are earning more money, the families may receive less money each.

5. The trainer may want to use a different case study more appropriate to the host country. Care should be taken to select or develop a case study that can be analyzed in terms of its consequences on women, men, families, and community development. It is important that the case study particularly illustrates effects of development on women, whether positive and/or negative, in order to accomplish the goals of the session.

6. References to the training site community can enliven the discussion and issues raised by the Case Study and the description of a PC Ag Extension Worker. Draw from the information trainees gathered in the Community Analysis exercise.

Resources: Agricultural Extension Manual, by Mike Gibbons, being written for I.C.E.

Third World Women: Understanding Their Role in Development, Core Curriculum Training Manual, OPTC, Peace Corps

WOMEN IN DEVELOPMENT

Time: 1 hr. 55 min.

Goals:

1. To examine HCN women's, other trainees', and one's own attitudes towards women in development issues.
2. To become aware of the statistical basis and issues involved with Women in Development.
3. To brainstorm ways of responding to women's needs in development.

Overview:

This session examines various people's points of view on the area of concern called "women in development". An attitude survey brings out various viewpoints, then interviews with Third World Women and factual resources are drawn upon. Trainees are asked to conceptialize their suggested reponses to some of the problems and issues raised in the session.

This session refers back to the two previous Development Skills sessions, especially Handout III - 1 - A: Case Study of session #2 (an examination of a project that omitted women from the project's inception and planning).

Activities:

Time:

(A day before the session)

1. (Distribute Handout III - 3 - A: The Adverse Impact of Development on Women for trainees to read before the session.)

Introduction
5 Min.

2. Introduce the session by summarizing the goals and by stating that this session will build on the previous session on the of the volunteer in development and observations of women's roles in community anslysis exercise by focusing on the area of "women in the development process". Ask if any clarification is needed on the reading. Mention that the reading will be discussed later.

Attitude
Survey
10 Min.

3. Distribute Handout III - 3 - B: Cross Cultural Attitude Survey. Have trainees fill it out. Trainer puts signs around the room.

Sociogram
20 Min.

4. Ask trainees to go to the sign corresponding to their position on attitude #1 in the survey. Let the group see their answer spread. Ask someone who disagrees with attitude #1 what their reasons are. Ask for opposing views.

   If the group has the same response to a certain attitude (i.e. no polar opposite views) then move on quickly to another question. For variety, choose someone with a middle of the road response and ask their reactions.

   If appropriate, bring up observations about women's and men's roles in the training group. Have they had to rely on each other in social events, or during the Live-In? How do the attitudes relate to sexual harassment, discrimation , etc.

Quotes From
Third World
Women Speak
Out
30 Min.

5. Uncover quotes already printed on flipchart from Perdita Huston's Third World Women Speak Out.

6. Ask trainees for comments, reactions. Suggested quotes are given below. If possible, have interested trainees pick out quotes appropriate to their program. The point is to look for a moment through HCN women's eyes at development issues.

   "I am tired. Look at me. I am nothing but a beast working in the fields and bearing all these children. I don't want any more children, but my husband says I must have as many as come."

   "Men should have more power. That is the way it is: Men have more power. A woman must be submissive. Peace and harmony in the family depend upon the woman. She must always listen to the man. She must give obedience and all that to the husband. Yes, men must wield authority."

   "Whenever I asked rural women what they would most like to learn if they had the opportunity, they invariably named several health-related skills: improved ways of growing food for family subsistance, nutrition, cooking, hygiene, health care, budgeting, and family planning."

   "I questioned this group of older women about the bride price practice in their own families. (They asked me) ...'But if your husband didn't pay any bride price for you', they asked with great seriousness, how are you going to help your parents when they are old? When your father dies and leaves your mother, how is she going to live without your bride price?"

Lecturette
20-30 Min.

7. Data presentation. The trainer and/or resource person gives a 20-30 minute presentation on "Facts on Women in the Development Process".

8. Distribute Handouts III - 3 - C: Women of the World: The Facts and Country specific information. This step can be organized in many ways. The presentors should plan in advance the content and methods they will use for the delivery of this step. The main goals of this step are:

   .To present to participants concrete information and examples on how women have not been included or considered in development projects.

   .To present information on the "status" of women in the country, including vital statistics, needs and problems faced by women, successes and failures as attention is given to the integration of women in the development process. Also, information on important roles played by women which have not been taken into consideration in development projects.

9. This session requires that the trainer do a lot of preparation beforehand, gathering information on the country, reading worldwide examples on the issue, talking to people in the country with knowledge of women's roles and problems, asking staff for examples of in-country projects which have considered or not considered women and other relevant information.

10. Following are a series of suggestions on how to prepare this session:

    a. Use Handout III-3-C: Women of the World: The Facts and a Country Specific Presentation to generate discussion and clarify with examples the issues of women in development. Guidelines for Preparation of Country Specific Information are included at the end of this session in Trainer Notes #6.

    b. A slide show, pictures, or other audiovisual material can be integrated in this presentation, particularly slides of women in their different roles in the communities. (Peace Corps/Washington has a WID slide show available).

    c. A resource person from the host country can be invited to make the presentation.

11. Refer back to any questions from the original reading (Handout III - 3 - A) and address them.

Reflecting
Generalizing
15 Min.

12. Ask trainees to remember back to session #2 (Skill Group III): DEVELOPMENT WORK and the Case Study of a CARE project that ignored women's roles in the village, and information presented in step 7-10. Have group brainstorm specific means of alleviating women's constraints as identified above, e.g., if a gardening project entails increased watering work for women, add on a well-digging project to supply the water conveniently and in a labor-saving way.

13. On a more positive note, ask the group to brainstorm innovations that could benefit women directly (not merely compensating for increased labor demands) within the parameters of the project or culture the trainees will be working in, and how trainees could use these ideas more in the training program. Ask a male trainee to summarize the session.

Summary
5 Min.

Ask a male trainee to summarize the session.

Materials:

.Handout III - 3 - A: The Adverse Impact of Development on Women, by Irene Tinker
.Handout III - 3 - B: Cross Cultural Attitude Survey Number signs for step 4.
.Flipcharts with quotes from Third World Women Speaks Out, by Perdita Huston, for step 5.
.Handout III - 3 - C: Women of the World: The Facts
.WID Slide show (Contact Peace Corps Washington WID Coordinator)
.Third World Women Speak Out, by Perdita Huston
.Flipcharts from session #2 (Skill Group III): Development Work and Handout III - 2 - A: Case Study

Trainer Notes:

1. This session emphasizes giving information as a strategy to change misconceptions, negative attitudes, and resistance participants have regarding the concept of women in development. The responsibility of the trainer is to provide correct and relevant information on the various aspects of women in development in which misconceptions, lack of information, erroneous generalizations, etc. might hinder participants acceptance of the concept.

2. Trainees sometimes assume that the role of women in developing countries is the same as that of middle class housewives in the USA. i.e., they may not see the difference between "having the option to stay at home take care of the children, and not work", versus, "having to take care of chil-

dren, work in the field, sell products in the market, fetch water, dry and prepare the food, and do other household tasks which take hours to complete".

3. Other participants may not see the need to understand or talk about WID because "they are college educated and have gone through awareness raising in the USA" or "because they don't know enough about the country or don't want to impose their values." These comments are examples of the erroneous assumption that awareness about women's rights in the USA is similar to integrating women in the economy and education of a developing country.

   In addition, only by providing this information can participants develop the background and knowledge that will help them address the issues of WID in their projects and communities.

4. Because of its emphasis on information giving, this session does not provide activities to deal with highly emotional reactions that some participants have when the term "women in development" is introduced. Again, because of automatic associations people make with past experiences, some participants have strong reactions, either positive or negative, to the term. In both cases, these reactions are basically irrational in nature and hinder people's abilities to "hear" and accept information and new data. It has been our choice to emphasize the rational aspects of the issue of women in development. The trainer will have to find his/her own way of dealing with the "irrational" aspects that the concept triggers in many persons--patience, information-giving, non-defensiveness, and asking people to wait until all sessions are completed may be helpful strategies.

   Specific strategies which were also helpful were the following:

   a. Emphasizing the complimentary or "system" nature of the family in a subsistence society and thus, the importance of focusing on the woman, as a major component of that family.

   b. Emphasizing the "temporary" nature of the term "women in development." Seeing "women in development" as a temporary strategy to increase everybody's awareness of the impact of women's role in development. When this awareness is reached, there will be no need to continue focusing on "women" vis a vis other "persons" in the community.

c. Differentiating between women in a developed country and women in a developing country: their needs, problems, roles, contributions, others.

d. Identifying men and host country persons who were supportive of the concept and the term and using them as providers of information, examples, and anecdotes.

e. Postponing addressing issues raised with negativism and hostility until major parts of the information are provided. Clarifying that the intent of training is not to change personal attitudes, but to ask that people look at their attitudes, study the information provided, and assess the impact of those attitudes on their future work. The concern is future work, not abstract values or personal feelings.

5. There is a danger in this session of causing negative reactions in participants to the concept of WID by "overkill" (trying to "convert" people to an idea or providing too much information which is overwhelming). The best stance would be to provide enough information to raise questions in the participants' minds and let them come to their own conclusions in the course of the following sessions.

6. Guidelines for Country Specific Information on Women in the Development Process, for use in Step #8. The information could be presented to trainees in the form of a handout.

I. Basic demographic data:

a. % of population by sex
b. % of education by sex, for different level % of illiteracy (male vs. female, urban vs. rural)
c. % of economically active; official and unofficial
d. % of family heads by sex; urban and rural areas
e. % of children per family and population growth rate
f. % of men and women participation in major economic activities
g. Salaries paid to men and women in major economic activities, i.e.-tobacco industry: men: 3 lempiras, women: 2.5 lempiras
h. Percent of women working in "homebound" activities versus outside the home activities

II. Principal roles and functions performed by men and women in the country (Agriculture; industry; family; informal activities)

III. Major opportunities and barriers traditionally faced by women

- a. Legal: divorce and marriage codes; property rights; family and children support; inheritance; infidelity and criminal laws, e.g., Male (husband, father, or brother) can kill the wife if she is "unfaithful" and will not be prosecuted.
- b. Educational: General education, vocational; primary, secondary and college levels, i.e., Unofficially, women are not permitted to enter 2 out of the 3 agricultural institutions in the country.
- c. Religious and social traditions, customs, expectations, others, i.e. Patrilineal or matrilocal society?
- d. Economic: Credit, land ownership, other, i.e., Credit to farmers is limited to land guarantee; generally, women do not own land
- e. Politicial: Participation or lack of participation in political processes, i.e., Lack of women's participation in the most important decision making body at the community level

IV. Major changes occurring that benefit women (Identify socio-economic classes affected).

Changes in restrictive legal codes; suffrage; educational opportunities; political participation; job opportunities; others

Resources: For more detailed lesson plan ideas, and sources of information, see Third World Women: Understanding Their Role in Development, Office of Programming and Training Coordination, September, 1981, A Core Curriculum Resource Material, and the Women and Development resources listed in the bibliography of this manual.

WORKING WITH OTHERS: HELPING

Time: 2 hrs, 55 min.

Goals:

1. To explore different styles of working with others and assess the consequence of those styles.

2. To consider how one's personal, preferred style of working with others may affect one's work and how to adapt that style when necessary.

3. To reflect on what the trainer's working style has been during the training.

Overview: This session is designed to follow up on the "Helping Skills" session which is presented in a CAST or staging, but may be given independently of that session. It is designed to explore a series of work case situations. The participants consider what they would do in those situations and the possible consequences of those actions. A model of helping is presented in a brief lecture which provides a framework for discussion as well.

Activities:

Time:

Introduction
5 Min.

1. Introduce the session by linking this session to the prior sessions that relate to the theme of development. In the first session, a general introduction was given to the theme of development. The idea was developed that the goal of Peace Corps work is to help others towards self-sufficiency. In this session we want to explore some of the specific ways that you work with people in different situations which may help or hinder that goal. In so doing, we want to ... (state the goals above).

Group Fills
Out Inventory
20-25 Min.

2. Distribute Handout III - 4 - A: Work Style Inventory and ask participants to go through it and mark their scores on the scoring sheet. Tell them that after they take the inventory, we will discuss what it means.

Lecturette
on Working
Styles
25 Min.

3. After they have finished, move on to the following lecturette. The inventory you have just taken presented a series of situations where you were asked to choose which way to work with the people in that situation. In fact, there is no hard and fast rule for which is the best way to work with

and no situation is exactly like another (for example, even through one long range goal is self-sufficiency, a situation may dictate that we choose actions that would fall in the direct service column in order to attain short term goals). As much as possible, we need to be clear about what the situation is we are confronting and try to make a conscious choice about how to act so that we are clear about the consequences of our choices and how they affect the people with whom we work. The inventory, in general, corresponds to the "Continuum of Volunteer Helping/Work Styles" (unveil the diagram drawn out on a flipchart). Your score corresponds to one of the major work styles (the numbers in columns 1, 2, 3, and 4 follow: a = Direct Service, b = Demonstration, c = Organizing With Others, and d = Indirect Service). If you score higher in one column than in another, it indicates that you prefer to work in that mode in the situations described. Each style is described as follows.

Column A: Direct Service

This is a direct approach in which the volunteer mostly does the work, gets a project organized, provides a needed service where none exists, and generally takes the initiative for making things happen. In most instances, this means that the volunteer takes responsibility for the action or project, and that a counterpart may or may not be involved--and even if involved, will look to the volunteer for action and leadership.

Column B: Demonstration

In this approach or situation, the volunteer spends most of the time demonstrating to others how to do something, but also spends a lot of time doing it him/herself. Most often the responsibility is shared with one or two counterparts. The work is a combination of direct service and training/demonstrations, often with the volunteer sharing some responsibilities with a promising local leader or an assigned counterpart.

Column C. Organizing With Others

In this system, the volunteer encourages and stimulates promising counterparts and others in the community, generally--although not always--working with people rather than directly on projects. (NOTE: Thoughout this session, we use community in its most generic sense--it could be a school community, an agricultural office, or a town or section of a city.) The focus is on building leadership and helping a group or organization develop which will continue the work. The primary work is behind the scenes using influence, assisting as a resource in developing alternative solutions which the people choose or generate themselves, serving in a training capacity, occasionally serving as a model in doing work, and so on.

Column D: Indirect Service:

In this approach, the volunteer responds to a range of situations and problems raised in volunteer work by helping others solve their own problems; the volunteer does not direct any of the work but concentrates on helping the people define and refine their perceived need. Help is given only on request, rarely initiated by the volunteer. The volunteer may even come and go, leaving the project to do something else and thus reinforcing the autonomy of the group. The way the volunteer works is primarily clarifying, asking questions, listening a lot, and facilitating.

These four styles can be seen as related to stages in the development of self-sufficiency. For example in a beginning stage, a group may never have worked together, may not have any technical resources, and may not believe that it is possible to make improvements. In such a situation a volunteer may decide that the best way to get things moving is to: a) establish credibility, b) show people that (for example) a fat pig can be produced, and c) salvage a bad situation. In so doing, he may decide to simply do the work himself and show the sceptical that something could be done. In this instance, the volunteer may be using a combination of "direct service" and "demonstration."

At a later stage of development as a group or project moves towards self sufficiency, a volunteer may decide that the best way to help a group move along is to work with only the leader in a community to help with ways to effectively plan or communicate together. In this instance, the volunteer will do nothing without a counterpart from the community. The primary task in this case would be leadership training and "organizing with others."

In these situations, one must consider the circumstances and the consequences and address a critical question. Is one looking for a short term or a long term result?

In reality, different styles or combinations of styles may be called for at different times, depending on the circumstances, the urgency of the task, what people are expecting of the volunteer, whether the project is at a beginning stage or a later stage, whether one is addressing a long term or short term situation, etc. Sometimes, a volunteer may need to use all four work styles on different days of the week for the same project. Whatever the style, there are consequences for the way a volunteer works. Let's consider some of those consequences by doing the following task.

Orientation to quarter group discussion 1

4. Divide the group into quarters by mixing people with different score preference areas. A way to do this is to ask all people who scored highest in Column A to raise their hands. They count off by four's, then go to Column B, etc. mixing

deal with groups that do not break evenly into the 4 columns.)

(Written up on a flipchart)

- Go back through the inventory you have just taken, choose those questions where members of your group have scored differently.
- Discuss two or three of these situations and for each one share the reasons that you scored it the way you did, including the conditions that were present that caused you to score it that way. For example, what people were there, what skills you have, etc. Try to discover what assumptions you are making.
- For each situation, discuss and list what the consequences of your choices may be in terms of the principle of working towards eventual autonomy for the community.
- Be prepared to select one of your cases to present to four other people. You will be asked to give the pros and cons of each choice to another group.

Ask if there are any questions.

Quarter group discussion 25 Min.

5. Quarter groups work on the tasks.

Quarter groups join 15 Min.

6. Ask the groups of four to join another group of four and present one case to the other group. After the rationale is given for why the choice is made, the other group should ask questions and critique the choice (for example, if one group decided that in situation #1 the best way to go was choice #1, they should be prepared to present a rationale for why this choice would eventually help the people work towards autonomy: a rationale might be that you decided to tell the people what your approach to their problem might be because you are new to the community and you know that you need to establish credibility if you are ever going to be able to have any influence at all--furthermore, after three years, it is evident that the people do not have the technical expertise to break through the impasse they are in).

Full Group Brainstorm 20-30 Min.

7. Bring the group together. (a) Ask generally--What are some of the things that came out of your discussion with other small groups? What things did you agree on? Disagree? (b) Ask the group to help you fill in the following chart based upon the things they have discovered in their conversations. (Ask for people to give you ideas randomly, clarify these responses and then lsit under the appropriate headings).

What kind of conditions should be present for me to use this work style?	What are the advantages of this work style?	What are the disadvantages?
Direct Service		
1. (Example) No	1. Quick payoff	1. Could create dependency
Demonstration		
1. People don't believe something is possible.	1. Builds credibility	1. People may think only volunteer can get results.
Organizing With Others		
Conditions	Advantages	Disadvantages
Indirect Service		
Conditions	Advantages	Disadvantages

Relate trainer and in-country PCV styles to trainee work situation 15-20 Min.

8. Given what you have seen in your training program up to now--

   a. What preferred working style(s) would you use to describe some of the volunteers you have talked to in-country (if appropriate)? What evidence leads you to this conclusion? (Discuss responses to this question for 10 minutes or so, trying to get people to be as specific as possible about why they describe a volunteer in a particular way, what situation(s) that volunteer may face, and so on.)

   b. What has been the working style of the trainers?

   c. Given what you know about your community and work situation, what style do you think might be most effective, at least initially?

Generalizations and application 15 Min.

9. Now that you have had a chance to see how you would approach these kinds of questions both by yourselves and in groups, what are some of the things you can say about working with others in the community that you think are true in general? (List responses on flipchart.)

   .In the specific situation of your work? In the community experiences you have had so far in training what style would you use?

   .We're discussed this a little above, but how do you think you will be able to find out what style is the best one to use in your volunteer work when you first start on the job? (List ideas).

   .What style is easiest for you? Why?

   .What style is most difficult? Why?

   .What changes do you want to work on over the next month or two that will help broaden your style range?

Review goals 5 Min.

Refer back to the goals of the session and check with the group to see to what degree the goals have been met. Tie this session into Community Organizing and Ag Extension Skills GroupSession, in which trainees work with farmers.

Materials:

.Flipchart with session goals on it. (Step 1)
.Handout III - 4 - A: Working Style Inventory (Step 2)
.Diagram of "Continuum of Volunteer Helping/Workstyles" On a flipchart (Step 3)

- .Flipchart of quarter group discussion tasks (Step 4)
- .Chart on conditions, advantages, and disadvantages written on a flipchart (Step 7).

Trainer Notes:

1. In Step #4, the procedure assumes a roughly even balance between the 4 columns or typologies--which of course rarely happens! If one group (column B for example) is predominant, you may put two "B's" in each group, and no "D's." The task can still be accomplished as stated--the "B's" may find they differed on particular items, and they could discuss why, or they may have agreed on an item for completely different reasons, which would also be interesting to share and discuss.

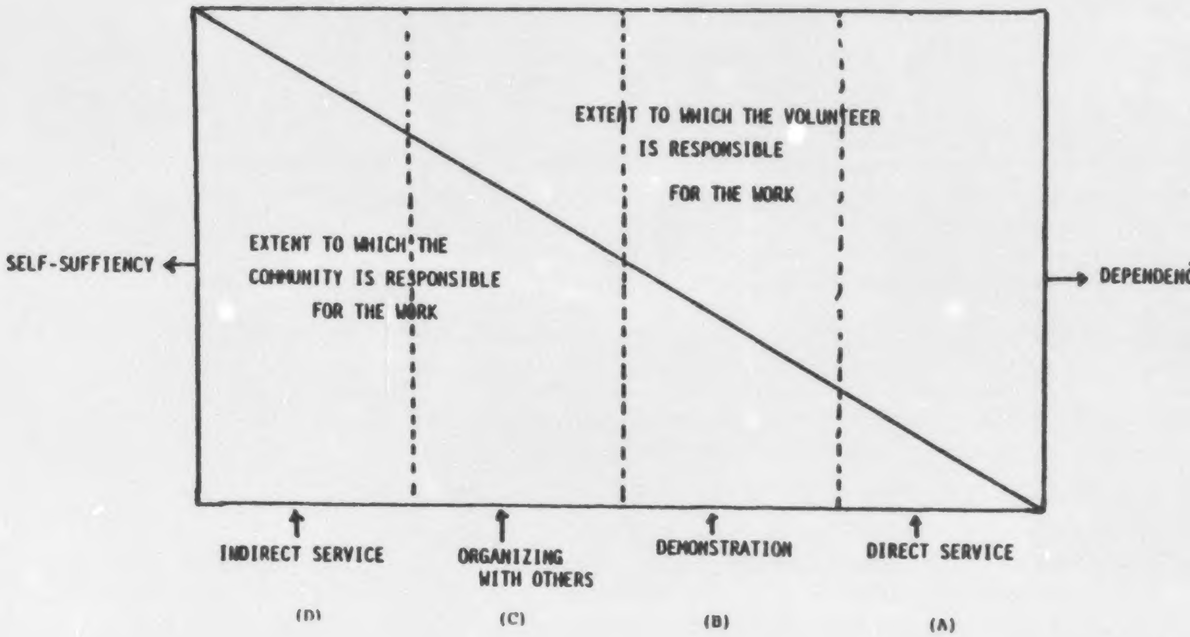
   Another suggestion is to take those who have a high score in one column, and a next highest score in another column that is almost as high as the first, and assign him/her to a group that needs a B or a C or whatever. By their scores, some people could go in two or even three columns--wait until you get a sense of how the scores break out, and then assign these people to "needy" areas (i.e., only two real "A's" in the group, so assign one whose second highest score is "A").

2. For more ideas on this session, refer to the Role of The Volunteer in Development: A Training Manual, Office of Programming and Training Coordination, Peace Corps/Washington, December, 1981, Core Curriculum Resource Materials, pp. 67-82.

3. An alternative exercise to the Helping Style Inventory (Step #2) is the "Electric Fence" exercise used in Outward Bound.

4. This session can be incorporated with session #3: Organizing Skills (Skill Group VII) and #7: Farmer Learning Styles (Skill Group IV), if desired. The concept of helping ties into the concept of tranferring responsibility brought up in the Organizing Skills Session, and the Learning Style.

CONTINUUM OF VOLUNTEER HELPING/ WORK STYLES


EXTENT TO WHICH THE VOLUNTEER IS RESPONSIBLE FOR THE WORK
SELF-SUFFIENCY
EXTENT TO WHICH THE COMMUNITY IS RESPONSIBLE FOR THE WORK
DEPENDENC
INDIRECT SERVICE
ORGANIZING WITH OTHERS
DEMONSTRATION
DIRECT SERVICE
(D)
(C)
(B)
(A)

CONTINUUM OF VOLUNTEER HELPING/WORK STYLES

ORIENTATION AND EXTENSION WORKER VISIT

Time: 8 hrs.

Goals:

1. To practice community analysis skills.
2. To observe Extension Worker-Farmer interactions.
3. To observe extension techniques and difficulties encountered during a day with an Extension Worker.

Overview:

Trainees spend a day with local Extension Workers experiencing extension work and methodology first hand. The trainee will gather information, as in any community analysis, and use listening, clarifying, perception checking skills, in addition to observing the non-verbal communication of farmers and the extension agent. Specific extension techniques, and other factors related to extension work are focused on for future discussion in session #2 of this skill group. Opportunities for future community interactions are also researched.

Activities:

Time:

(Assign reading)

1. (Distribute Handout IV - 1 - A: Agriculture Extension, for trainees to read before the orientation to the Extension Worker Visit.)

Introduction 10 Min.

2. State session goals. Make linkage to earlier community analysis sessions, stressing that this Extension Worker Visit is another more focused type of community analysis using the same skills to focus specifically on community farmers and Extension Workers.
3. Ask if any trainees have had experiences with Extension Workers before. Ask them to share their thoughts.
4. Ask if any clarification is needed from Handout IV - 1 - A. Write down any questions, but hold off on any answers (save them for session #2). Ask trainees to look for or find their own answers to their questions during the visit. Ask trainees to observe the extension techniques and the difficulties the Extension Worker has with the job for discussion in session #2 Relecting & Generalizing on the Extension Worler Visit.

Logistics
20 Min.

5. Clarify logistics of the visit. Clarify appropriate dress and behavior guidelines.

   Ask if there are any questions. Stress the two-way nature of the visit. What can trainees offer to the Extension Workers? Wish trainees a good time. Introduce tasks from the Technical Components that need to be done (e.g. Crops take-home exam questions).

Departure
and Daylong
Visit

6. Trainees pick up whatever is needed for meals or transport. Depart for visit and spend a day with Extension Workers.

Materials:

.Contact letters to Extension Service Leaders
.Confirmation letters for the visit.
.Handout IV - 1 - A: Agriculture Extension
.Money or bag lunches for meal
.Vehicles, drivers, money for transportation to and from Extension Worker Posts.

Trainer Notes:

1. The big task for the trainer in this session is to contact the local extension service to arrange the trainees' visits. This is also treated in Volume II, Chapter I, the "Preparation For the Extension Component of Training". The process should be started as soon as the trainer arrives at the training site. According to the local situation, the trainees can be given as much responsibility as possible, such as contacting the Extension Workers themselves and arranging the visit, and arranging their own transport to the Extension Worker's work site. Visits to PCV's at their posts are valuable, if training is In-Country. Aim for a one-to-one Extension Worker-Trainee ratio.

2. Send letters of confirmation to the Extension Service Leaders and Workers, confirming the visits, including:

   -Goals for the trainees as well as what the Extension Worker can get from the visit.

   -Logistics, dates and times, who's visiting who, transport, meals.

   -The skills trainees are being trained in and where they are going. Characteristics and numbers of the group.

-Stress that trainees wish to see a normal day of the Extension Worker, observing interactions with local farmers.

-Give the name of a contact person to whom questions can be addressed if there is any confusion.

3. A brief orientation to the visit for the trainees can be held the evening before departure, or the morning during breakfast to cover goals and logistics (Step #5).

   Clarify logistics of the visit.

   -Who, how many?
   -When?
   -Where?
   -Meals?
   -Transport, drivers, maps.
   -Money, gas requirements.

   If the trainer arranges the transport for the trainees it can be a complicated task to draw up a drop-off and pick-up schedule for each trainee, with perhaps procurement of additional vehicles necessary.

   Consider what trainees can offer to the Extension Worker:

   -Thank you letters
   -Sharing of technical or other information

4. Prepare official thank you letters for the Extension Workers' hospitality.

5. Beside looking for family Weekend Live-In contacts, the trainees can also look for examples of farmer organizations, sites of future farm visits, and other opportunities for Training Program - Community interaction in future sessions. Check with other trainers for tasks that trainees can work on during the visit (e.g. Crops Take-Home Exame questions.)

6. Keep the list of questions from Handout IV - 1 - A: Agricultural Extension for the following session #2: Reflecting & Generalizing on the Extension Worker Visit.

REFLECTING AND GENERALIZING FROM THE EXTENSION WORKER VISIT

Time: 2 1/2 hrs.

Goals:

1. To share observations of the Extension Worker Visit.
2. To filter the information gathered.
3. To identify extension techniques applicable to the training area and to the Peace Corps placements.
4. To identify extension difficulties that will be addressed in subsequent problem-solving sessions.
5. To identify different roles Extension Workers are asked to fill.
6. To identify ag extension as a two-way communication process.

Overview: This activity is part of a broad experiential exercise. The first experience was the Extension WorkerVisit (Session #1). This session allows the trainees to reflect and generalize on what happened, while the application step will occur in subsequent sessions (the scale-model demonstrations, health demonstrations, farm visits, field day). The trainees share experiences, information, techniques, and difficulties observed on the Extension Agent Visit. Small groups will prepare and present activities on:

- .Extension techniques
- .Extension difficulties
- .Extension Worker roles Traditional approaches to extension are compared to Peace Corps "dialogue" approach to extension.

Activities:

Time:

(Bring Handout) 1. (Ask trainees to bring Handout IV - 1 - A: Agriculture Extension from the previous sessions).

Introduction and Linkage 5 Min. 2. Review goals of session and link to previous session: Trainer states, "You had an experience during the Extension Worker Visit, now let us process the experience, that is, reflect on it and generalize techniques or observations that will be applicable doing extension work at your placement."

Orientation to Small Group Discussion & Preparation of a Presentation 10 Min.

3. State that we will form three small groups. The small group will share the observations made during the Extension Worker Visit and filter the information together. Assign one of the following topics to each group (listed on a flipchart):

   -Extension techniques
   -Difficulties in carrying on extension work
   -Roles of the Extension Worker

   State that the small groups will develop a presentation on their topic to be shared with the large group. Mention that lecturettes, brainstorming lists, or skits are possible formats for their presentations. State that the group has thirty minutes to share their experiences and prepare their presentations, and will have 10-15 minutes to give their presentations to the large group.

4. Ask if there are any questions, before they break into small groups.

Small Group Discussion & Presentation Preparation 30 Min.

5. Small groups share information, filter it, and prepare presentations on their topic. Trainers and local Extension Workers may sit in the small groups to help filter the information.

Techniques Group gives Presentation 20 Min.

6. Reform large group. The first group (Extension techniques) gives their presentation for ten minutes. In the remaining ten minutes, questions and comments from the large group can be entertained, and the trainer facilitates the brainstorming of a list of extension techniques (if the first group did not develop one). Solicit additions to the list from the whole group (if the small group did develop a list).

   Ask the group to clarify each technique on whether it is appropriate or not to their eventual Peace Corps placement. Ask which techniques could be used by trainees in the training program, e.g., in scale model or method demonstrations, in a Field Day.

Difficulties
Group
Presentation
15 Min.

7. The second Group (Extension difficulties topic) gives their presentation. After questions and comments from the large group trainer states that the extension difficulties will be discussed in a later session on problem solving (Session #4: Skill Group VIII).

Roles Group
Presentation
a Handout
15 Min.

8. The third Group (Extension Worker Roles topic) gives their presentation for 10 minutes. After questions and comments from the large group, the trainer distributes Handout IV - 2 - A: Extension Worker Roles and Their Implications. Ask the group to compare the Extension Workers jobs with the functions listed in the handout, and the corresponding policeman, trader, etc. roles listed in the second column.

Answer
Questions
Handout
IV - 1 - A
10 Min.

9. Uncover questions from Handout IV - 1 - A: Agriculture Extension (from Step #4 of Session #1, Skill Group IV, Orientation and Extension of Worker Visit). Ask if the group answered the questions during the Visit, or can now answer the questions themselves. Share answers to the questions.

Women's
Issues and
Thank You
Letters
10 Min.

10. Mention the following points:

-Did the Extension Workers work with women or women's issues in any way? Were women's issues ignored?

-Did you see a need for the Extension Worker on your visit?

-Would thank you letters to the Extension Workers be an extension technique (courtesy, building relationships)? Share official thank you letters, allowing trainees to co-sign the letters.

-Do you think you can use the agricultural extension techniques in future training sessions (e.g. Community Analysis sessions such as Live-In, scale model and method demonstrations, health skills presentations, field presentations)?

Comparison
of Traditional
and PC Approach
20 Min.

11. Point out that ag extension is the coming together of many of the skills developed in training. Make a brief presentation using flipcharts to compare the "traditional" approach to extension and the Peace Corps' "dialogue" approach:

-The Peace Corps philosophy of ag extension differs from most extension systems worldwide.

-Traditional extension systems are characterized by the following statements:

- .Educators teach and farmers are taught.
- .Experts know everything and farmers know nothing.
- .Educator/experts are active subjects during learning and farmers are passive objects.

All recommendations are not necessarily beneficial

-The first fallacy of the "traditional" approach to ag extension is that all recommended practices are beneficial to farmers. The fact is that experts in central research stations often make recommendations without sufficient local data. The result is that the improved practice does not work under local conditions.

Farmers are not ignorant

-The second fallacy is that farmers are ignorant. The reality is that farmers may be illiterate, but they nonetheless possess a wealth of experience and technical knowledge that is crucial to successful agricultural innovation.

Learning is not an activity of the trainer, but of the learner

-The third fallacy is that knowledge can be 'extended' to farmers by the extension agent. In fact, learning is an activity of the learner, not the trainer, and involves a change in the learner's understanding rather than a passing of knowledge from one person to another.

-Traditional extension services breed dependency; Peace Corps extension services foster self-sufficiency. Hence, the Peace Corps defines extension as two-way communication. The characteristics of the Peace Corps extension system include:

- .Extension is a shared process of inquiry.
- .Both extension workers and farmers have knowledge to contribute to joint learning.
- .Extension worker and farmers are equally active in working to solve problems.

The trainer solicits questions and comments. Point ahead to the FARMER LEARNING STYLES session (#7, Skill Group IV) for more work with these ideas.

Optional Distribution of Handout
5 Min.

12. Distribute Handout IV - 2 - B: Extension, Training, and Dialogue: A New Approach For Tanzania, if disired, to give a more detailed presentation of the ideas mentioned in Step #11.

Meet Goals
10 Min.

13. Ask a trainee to review the goals of the session and determine if the group met them.

Materials:

- .Flipchart with goals of session (Step #2)
- .Flipchart with three topics (Step #3)
- .Handout IV - 2 - A: Extension Worker Roles and Their Implications
- .Questions from Handout IV - 1 - A: Agriculture Extension (from Step #4, of Session #1, Skill Group IV, "Orientation and Extension Worker Visit").
- .Handout IV - 2 - B: Extension, Training, and dialogue: A New Approach For Tanzania, by Dr. James DeVries.

Trainer Notes:

1. Examples of the three topics in step #3 include:

   .Techniques: Dialogue, method demonstrations, result demonstrations, socializing

   .Difficulties: No transport, not enough gas, asked to work outside one's specialty, local leaders resistant to change

   .Roles: Socializer, input procurer, professional, down-home guy/gal.

2. Invite local Extension Workers and trainers to sit in on the small group discussion, step #5, and steps 6-10 to help filter information and provide experiences.

3. Have the official thank you letters to Extension Workers ready for step 10,thanking them for their hospitality, with copies to the appropriate authorities.

4. Note the many other sessions from other Skill Groups with this session. Make passing references to them in both this and the other sessions.

REACHING SMALL FARMERS

Time: 1 hr. 55 min.

Goals:

1. To focus on problems associated with providing an extension service for small-scale farmers.
2. To practice agricultural extension techniques in a role play.
3. To discuss strategies for helping reduce the risks small farmers face in obtaining an agricultural livelihood for themselves.

Overivew:

This session focuses on characteristics of the farming population the Peace Corps strives to serve (i.e., illiteracy and scale of farm operation). The session is meant to address trainee attitudes toward the Peace Corps goal of "reaching the poorest of the poor" as well as practical steps involved in doing so.

After a brief lecture, a role play is enacted between an extension agent and a small-scale farmer. Discussion follows. Links to related sessions in the Agricultural Extension Skill Group are stressed.

Activities:

Time:

Introduction 5 Min.

1. State goals; link session to other Ag Extension sessions stating that these sessions present training methods appropriate to the learning style of the farming populations Peace Corps ag extension agents serve.

   Refer back to the comparison of traditional and the Peace Corps' approach to extension presented in session #2: Reflecting and Generalizing from the Extension Worker Visit (Skill Group IV, Step 11-12) and say that we will zero in for a more detailed examination of this comparison in this session.

Lecture 25 Min.

2. Provide a context for a role play by presenting the following points in a short lecture.

-Most extension services the world over are not designed to meet the needs of small scale farmers.

-In fact, most extension services operate according to the Progressive Farmer Strategy. This approach to extension work dictates that total national agricultural production can best be stimulated by focusing efforts to promote productivity-raising techniques on farmers who have:

- .large farms
- .the capital to innovate, and
- .the education to grasp the advantages of new ideas quickly.

By working with progressive farmers first, governments feel that they make the most efficient use of their limited agricultural extension resources.

Those who following this strategy assume that small-scale farmers will observe the results of new practices when they are employed on larger farms and learn how to implement them themselves through informal farmer interaction.

The arguments against the Progressive Farmer Strategy are:

- .Immediate benefits of change are concentrated in the hands of farmers who are well off already; this creates a larger gap in income distribution, as well as political instability.
- .By the time innovations have filtered down to small farmers, markets for new crops or increased yields have been glutted, prices drop, and start up costs prove to be too prohibitive for small farmer adoption.
- .Large farmers have no incentive to pass information on to small farmers, and there is no certainty that the information conveyed will be accurate.

In sum, most extension services are not directed at small-scale farmers. At best, they do not meet small farmer needs; at worst, they contribute directly to the small farmer's disadvantaged status. Peace Corps' development philosophy dicates that Volunteers work with the "poorest of the poor". Hence the need to consider very explicit steps in working to meet small-farmer needs.

Trainer solicits questions and responses to the lecture and directs attention to the role play.

Role Play
25 Min.

3. Divide trainees into groups of 8-10 and have trainees read the role and development program descriptions.

   Observe the role play.

Discussion
30 Min.

4. Follow the role play with a discussion centered on the following questions:

   - What were Mary's concerns for the upcoming year?
   - What innovations did Tia choose to offer to Mary to entice her into the HoHoHo program?
   - What was Tia's rationale for choosing the innovations she choose to promote?
   - What factors might argue for the inclusion/exclusion of the remaining innovations that Tia did not feel were appropriate to Mary's small-scale farming operation?

Listing risk
reduction
factors
10 Min.

5. The key to meeting the needs of small-scale Third World farmers lies in reducing the risks associated with change. Ask trainees to list risk-reduction factors incorporated in choosing innovations to recommend to Mary in the role play. A complete list of these factors follows:

   - Test results prior to promotion to ensure that they are adapted to local conditions.
   - Sequence the introduction of innovations so that changes that are easily assimilated into current practices are promoted first. Factors influencing this sequencing include:
     - .Culture (e.g. diet)
     - .Division of labor by sex role
     - .Amount of re-training required
     - .Disruption of established crop cycles
     - .Cost (inexpensive innovations include timeliness, seed selection, spacing)
     - .Immediacy of results (payback period).
   - Promote a 'package' of innovations for more dramatic results. Note that in order to meet our cost criterion above the package should perhaps not include any

cash inputs. Other limitations of this approach include being unable to isolate the positive and negative aspects of individual innovations and the fact that considerably more research and testing is required to develop a suitable package for local conditions.

-Make conservation recommendations regarding yield estimates, input purchases, and size of trial plots.

-Choose appropriate training methods. Consider culture, adult learning principles (i.e., farmers come to the learning task with experience to be tapped), and general learning principles (i.e., advantages of seeing, doing, talking as opposed to just listening).

-Combine several of the above steps.

Other implications

6. Ask trainees to consider the broader implications of working with small farmers, some of which were mentioned briefly in the opening lecture, e.g.,

-Equity.
-Small Farmers produce more food per land unit than large farmers.
-Employment (making life in rural areas more profitable for small farmers will help to stem the rural-urban migration pattern prevalent in much of the Third World).

Summary
10 Min.

7. Summarize the key points of the session. Make Handout IV - 3 - B: Extension Guidelines available as an optional reading to trainees. State that the main points of this session are elaborated on in the handout. Point ahead to Session #7: FARMER LEARNING STYLES which is particularly linked to this session, and stress the cross cultural as well as adult learning style aspects of reaching small farmers.

Materials:

.Handout IV - 3 - A: Reaching Small Farmers (Role Play)
.Handout IV - 3 - B: Extension Guidelines (optional).

Trainer Notes:

1. People playing roles should be selected and prepared at least a day ahead of the session so that they have a chance to study choices available to them. Handout IV - 3 - B can be made available to trainees role playing Tia.

2. Farmer Mary should receive the following special instructions regarding her role:

   -You are wary of crop failure and may only be willing to try a new practice on a small part of your land;

   -You want to know what results you can expect from adopting a new practice;

   -You prefer crops you have grown before;

   -You are interested in anything that will save you labor;

   -You need new practices that can help you immediately, not at some later date.

3. Host country trainers posses the best insight into Mary's world view (e.g. they know which of the innovations are suited to the local culture) and should be enlisted to play her role.

4. Access to credit could be another service of Project HoHoHo if applicable, in which case it could be added to Handout IV - 3 - A: Reaching Small Farmers (Role Play) on p. 2, under "The Development Program".

5. An option in this session is to distribute Handout IV - 3 - B: Extension Guidelines to trainees two days before the session and have them read it before the session. Then the lecture in step #2, can be shortened considerably or eliminated altogether, proceeding directly to the role play in step #3. This option would entail a longer processing of the role play afterwards (step 4-6) including clarifying any questions trainees might have on the handout itself. The use of this option depends on the style of the trainer and the group, i.e., are independent readings of long handouts or lectures preferred?

6. This session is closely linked conceptually to Skill Group IV's Session #7: FARMER LEARNING STYLES. (See this session's Steps 1 and 7). These two sessions could be combined and presented together if needed.

SCALE MODEL DEMONSTRATIONS

Time: 3 hrs.

Goals:

1. To discuss the purpose of scale models and their use in various contexts in doing extension work.
2. To review considerations in planning an effective scale model demo.
3. To plan, construct, and demonstrate the use of scale models pertinent to trainees' job descriptions.

Overview: This session has links to all sessions devoted to farmer training methods. The trainer opens the session with a review of planning and uses of scale models, e.g. a 3' x 3' relief map of a village made of sticks and mud, a small scale grain storage silo made of bamboo. The trainer may then either demonstrate or suggest ways scale models could be used by trainees in their work assignments. Trainees break into small groups, brainstorm ideas for using scale models, choose an idea and construct it using local materials. They can then demonstrate each model's use.

Activities:

Time:

Introduction
10 Min.

1. State goals of the session and review (or preview) considerations in conducting training sessions with people who are illiterate and unfamiliar with many conventional Western concepts (e.g. units and standards of measure).

Lecture
20 Min.

2. Describe how scale models serve as communication aids in the following contexts:

(Training
Contexts)

-mapping (three-dimensional relief features)
-demonstrating the relationship between a system's parts
-replicating to scale a mechanical part that can be manipulated and used to practice manual skills
-planning
-promotion of innovations
-problem-solving
-comparative analysis

(Audience) Note how scale models can be used with farmers, counterparts, and children.

Raise the following logistical considerations for planning a scale model demonstration:

(Planning Considerations)

- -choice of scale (large or small; how small)
- -choice of materials (cost, availability)
- -permanent or temporary construction
- -rain protection
- -shade
- -accessibility (suitable for audience size)
- -capable of being manipulated
- -culturally acceptable (certain colors, or small-scale replication of human figures may have strong negative connotations)

Trainer Demonstration 10 Min.

3. Trainer demonstrates use of a scale model or makes specific suggestions for a scale model applicable to trainee job description, e.g.,

   .to demonstrate the interrelationship of a system's parts and to solve a problem of a set of irrigated rice paddies that are fashioned out of clay; farmers are assembled and a discussion ensues about how water not used by those upstream must be allowed to flow unimpeded to 'tail-enders' downstream.

Construction of scale models 1 hr. 30 Min.

4. Trainees break into small groups and plan and construct scale models using locally available materials. Trainers may need to informally pass among groups as they brainstorm to help them generate ideas.

Presentations 45 Min.

5. Trainees reconvene and make brief presentations of ways their models might be used in field work. Suggestions are solicited from the large group after each presentation for improvements or additional uses.

Summary 5 Min.

6. Trainer summarizes the session. Point ahead to sessions in which scale models can be used (in Method Demonstrations, Field Days, and Health Skill Presentations.)

Materials:

.Trainers may choose to have clay on hand because of its value as a modeling material. Otherwise, trainees should be left to their own devices in collecting their materials they need

.For informational purposes, the trainer may wish to locate before class materials like wood chips, bamboo, thatch, jars, tin, water and branches, in case trainees request assistance in locating them.

Trainer Notes:

1. The length of the session may vary according to the size of the group and the number of presentations to be given.

2. It is important that some feature of a model can be actively manipulated. This affords an opportunity for audience participation in a scale model presentation. This point should be stressed in the lecture.

3. The prior session on REACHING SMALL FARMERS (Skill Group IV, Session #3) and later sessions on Method Demonstrations (IV, #6), Field Day Presentations (IV, #8-11), and Health Skill Presentation, (V, #2) should all referred to (see Step #6).

RESULT DEMONSTRATIONS

Time: 1 hr.

Goals:

1. To diagram the links between research institutions and extension services, and farmers
2. To discuss practical steps involved in setting up a result demo plot.
3. To derive with trainees, plans for a result demo for a crop grown in their own country of assignment.

Overview:

This is the first session of several devoted to farmer training methods. It precedes others because of the position result demos hold in the research-extension chain. It should be scheduled late enough in training so that trainees have enough information at their disposal about one of the crops they are studying to actively participate in planning a demonstration of improved practices for that crop's

After a brief presentation of the research-extension chain, the session is conducted as a role play. The trainer assumes the role of a PCV planning a result demo and proceeds to hold a dialogue with trainees while making choices as to how the demo will be set up and used as a training method.

Activities:

Time:

Introduction
10 Min.

1. State goals. Diagram research-extension chain on a blackboard. Discuss the result demonstrations' place in the research extension chain.

Role Play
45 Min.

2. Trainer chooses a suitable crop that is grown in-country and enlists trainees' help in planning a result demo by proceeding through the following steps on the blackboard.

   -Brainstorm all recommended practices.

   -Discuss the comparative advantages of demonstrating individual practices and opt for one approach or the other (see Section III - 1 of Handout IV - 5 - 1:) The Result Demo Plot As An Extension Tool.

-Select practices according to the following criteria:

.Locally tested
.Affordable
.Profitable
.Shows immediate results

-Choose a suitable demonstration farm and site (see Section III - 2 of Handout IV - 5 - 1: The Result Demo Plot As An Extension Tool).

-Have a trainee draw on a blackboard a plan for the demonstration's layout.

-Discuss supervising the demo, using it as a promotional tool, and in follow-up.

Summary
5 Min.

3. Ask a trainee to summarize the key points of the discussion and distribute Handout IV - 5 - A: The Result Demo Plot As An Extension Tool. Ask if a result demonstration would be valuable in a Field Day.

Materials:

.Blackboard and chalk
.Handout IV - 5 - A: The Result Demo Plot As An Extension Tool

Trainer Notes:

1. Work out with technical trainers the set-up of the garden or part of the Livestock program as a Result Demonstration. This can be referred to in this session, and used as a extension field trip exercise.

METHOD DEMONSTRATIONS

Time: 1 hr.

Goals: To have trainees observe and participate in an effective method demonstration.

Overview: This session could readily be combined with the session "Result Demonstrations." Practically speaking, this session is conducted as a method demonstration of a method demonstration. One trainer conducts as well-organized method demo relating to some aspect of the technical training trainees are receiving. A second trainer stops action at intervals to comment on the training methods used by first trainer.

Activities:

Time:

Introduction
5 Min.

1. State the session's goal and describe the session's format.

Demonstration
20-30 Min.

2. First trainer begins a method demonstration. Second trainer interrupts action to raise points (from Handout IV - 6 - A: The Use of the Method Demonstration As A Teaching Device) about methods being employed, e.g.,

   .Trainer One asks the group: "Can everyone see and hear me?" and continues by saying, "Due to an expressed interest in fruit tree production and your possible involvement in a reforestation program in your country assignment, we are going to conduct an experiment on basic tree planting methods."

   .Trainer Two comments: "Trainer One has gotten your attention by asking for it, and by invoking your special interest in the topic at hand.

   .Trainer One explains that the tree to be planted has been selected because it is available and widely grown locally.

   .Trainer Two points out that Trainer One has chosen a relevant topic.

The method demo proceeds in this manner until the demo is completed.

Summary
5-10 Min.

3. After summarizing the technical information conveyed in the demonstration, the trainers give a self critique of how they felt the method demonstration went. Distribute Handout IV - 6 - A: The Use of The Method Demonstration As A Teaching Device to trainees. Ask if trainees have seen other examples of Method Demonstrations in the Training Program by Trainers?

   Point ahead to the use of the method demonstration technique in the Field Day.

Materials:

.All materials necessary for conducting the method demo

.Handout VI - 2- A: The Use of the Method Demonstration As A Teaching Device.

Trainer Notes:

1. The demonstration should be well-rehearsed by both trainers.
2. Audience participation in the demonstration should be stressed.
3. The points to be brought out by trainer Two (in step #2) should be picked out from Handout IV - 6 - A in a concise form well before the session. Examples of other points to consider:

   -Language appropriate to group
   -Simple enough topic to be covered in time span of demonstration
   -Had contingency plan, e.g. in case it rained.

FARMER LEARNING STYLES

Time: 2 hr.

Goals:

1. To generalize on what effect individual learning styles could have on work with farmers.
2. To identify communication tools with which to work with farmers.
3. To identify the difference between Participative and Directive Training Styles, and what training styles have been carried out in training.

Overview:

This session brings together cross cultural ideas with the the practical task of communicating with farmers. As such, it is related to all the other Agriculture Extension Skill Group sessions.

The trainer starts this session with a lecture, though the lecture is delivered in two contrasting styles; 1) as an American teacher; 2) as a HCN rural subsistence farmer.

This experience is reflected upon and generalized, after which the Experiential Model is presented. A handout compares Participative and Directive Training Styles, and the trainees views of the trainer's style are solicited.

Activities:

Time:

Climate Setting 10 Min.

1. Introduce session: "Have you noticed how people talk differently when they are with different groups of people? Even beyond talking politely to older people, or talking baby talk with babies, one tends to say 'y'all' in the Southern USA, or talk with French inflections in French speaking areas. In a similar way, one can change one's teaching or training style depending on what group of people you're with, and also according to what the topic is. The session is about ways of working with farmers with different cultural backgrounds than yourself."

   Share goals of the session (on a flipchart).

Ask if any trainees have had experience with teaching rural subsistence farmers before. Ask for their general observations on their experiences.

Split into Americans & HCN farmers 5 Min.

2. Ask the group to split into two, separated by a line down the middle. Label one half of the group as "Americans', and the other half as "Host Country Farmers". The trainer presents a lecturette to the group. However, the trainer should use two radically different styles during the lecture as she/he strolls around in front of the group. When the trainer is in front of the "Americans", she/he should use American slang, be like a high school or college teacher, use a podium and a blackboard or flipcharts, use written audio-visual aids, use all available technology. When the trainer strolls in front of the HCN group, the trainer should adopt the mannerisms, speaking style, body language, etc. of host country rural subsistence farmers. (For example, with trainees going to West Africa, the trainer would speak in parables and proverbs, use a local language if possible, could crouch down on heels while talking, could use a lot of slapstick, and Arabic phrases.)

Split style lecture 45 Min.

3. Touch on the following points in the lecture;

"Cross Cultural Communication With Farmers"

- Differences between English and HC Language colloquialisms. Cite examples of proverbs, parables from both cultures. (e.g., dealing with food, family, land, etc.).
- Differences in non-verbal communication, timing of verbal exchange, eye contact, touching, body language, gestures, interpersonal space.
- Different approaches to Western scientific notions, such as measurements (use of body parts vs. use of ruler, use of tomato tins to measure volume vs. exact measuring cups), notions of time, verticalness and horizontalness, straight lines and levelness, reading scientific maps and photographs, interpreting scale.
- Different training methods; use of technology vs. lack of it. Storytelling, analogy, proverbs and parables, skits, role plays, song and dance, visual aids such as models, photos, puppets, drawings, posters, flannel boards, flash cards, games, puzzles.

Break
10 Min.

4. Break

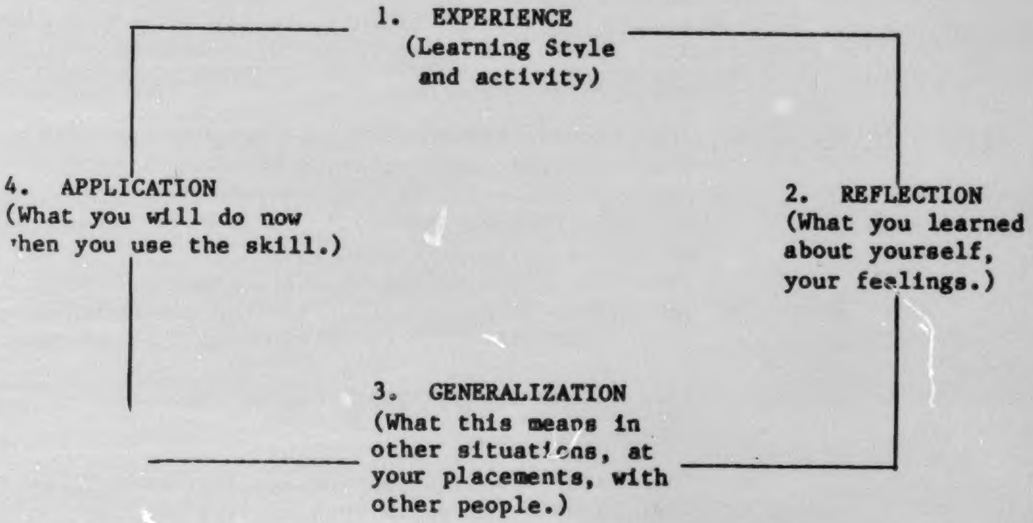
Processing
10 Min.

5. Ask trainees how it felt to be in either side of the lecture.

6. Ask "Have you noticed yourselves explaining a concept or idea of someone using some words or mannerisms of the person who taught it to you, that is, your teacher, your mother, etc?" Ask trainees to generalize about this experience and relate it to their PCV placement.

Techniques
used in
training
15 Min.

7. Identify with the group some of the training techniques and styles used in this training program. Start with the Experiential Model, which many of the sessions and Skill Groups follow.


1. EXPERIENCE
(Learning Style and activity)
2. REFLECTION
(What you learned about yourself, your feelings.)
3. GENERALIZATION
(What this means in other situations, at your placements, with other people.)
4. APPLICATION
(What you will do now when you use the skill.)

Suggest this as a valuable tool for teaching adults, as opposed to lectures. Offer examples of the use of the Experiential Model in training (e.g., EXTENSION WORKER VISIT).

Ask if there are any questions. "Is The Experiential Model clear?"

Distribute &
Read Handout
5 Min.

8. Distribute Handout VI - 7 - A: Participative & Directive Training Styles. Have trainees read it.

Reflecting & Generalizing on the Handout 5 Min.

9. Mention that this is another view of a training approach. That is, a participative trainer treats trainees more as adults. Ask if there are any reflections or generalizations from the handout? Bring up session #4: Working with Others: Helping (Skill Group III) for other examples of styles.

Summary 5 Min.

10. In summary, ask what style does the trainer use in these sessions? Ask if this is good, or should it be changed?

Ask trainees what they have learned from their experiences in this session?

Materials:

.Flip chart or blackboard with session goals on it.
.Materials for the style change such as hats, podium, etc. (Step #3).
.Flip chart with an Experiential Model on it (Step #10).
.Handout VI - 7 - A: Participative & Directive Training Styles

Trainer Notes:

1. This session relates to other Agriculture Extension Skill Group sessions such as REACHING SMALL FARMERS (#3), SCALE MODEL DEMONSTRASTIONS (#4), METHOD DEMONSTRATIONS (#5), and THE FIELD DAY SESSIONS, as well as the Health Skill Group V's Session #2 PRACTICAL SKILLS FOR HEALTH MAINTENANCE. The Development Skill Group's Session #4: WORKING WITH OTHERS: HELPING, and the two sessions on NON-VERBAL COMMUNICATION in Skill Group VI: (#4 and 5).

   This can be brought up throughout the session as appropriate.

2. The trainer should practice the lecture described in Step 2-3, to make the style changes flow easily. More dramatic changes will make the point clearer. Changes of clothing, i.e., putting on/off a HCN hat or similar physical changes could also be appropriate.

3. Another option for the lecture in steps 2-3 is to have a HCN trainer give one style's half of the lecture, while an American could give the other style. A role reversal (HCN acting like an American, and vice versa) could be humorous. If two trainers give this lecture, they should practice the lecture well.

4. A Learning Style Inventory could be given to trainees to start off the session if desired, to get at the Learning Styles of the trainees in more detail. Such an experience could then be processed and generalized, thus leading into the steps on the Experiential Model (step 7).

A form of "Learning Style Inventory" is found in A Training Manual in Appropriate Community Technology, Farallones Institute Rural Center and CHP International, January, 1982, Phase 1/Part 2; Session 4, pp. 1-4 and Attachment 1-4/2-A.

Resources:

- Helping Health Workers Learn by David Werner and Bill Bower, The Hesperian Foundation, P.O. Box 1692, Palo Alto, CA. 94302, USA), 1982, Chapters 11-16 and 27.
- Community Health Education In Developing Countries, by Pamd. Straley and Vyer Ngoc Luong, Peace Corps, I.C.E. (806 Connecticut Ave, NW. Washington, D.C 20526), 1978, Part III.
- Agricultural Extension Manual, by Michael Gibbons, soon to be published by I.C.E., Peace Corps, Chapter 4: Farmer Training, Subchapter "Cross Cultural Communication.

INTRODUCTION TO FIELD DAYS

Time: 55 Min.

Goals:

1. To identify field days as a useful promotional technique in attracting farmers to an agricultural extension program.
2. To discuss practical steps in setting up a field day.
3. To introduce the theme and planning time-line of the field day activity conducted in the last week of training.

Overview:

Field days are considered farmer training methods, even though their express focus is promotion rather than training. This session should therefore be scheduled in conjunction with other farmer training sessions. It should also occur with plenty of time remaining in training so trainees can plan their individual presentations, invitations can be delivered, and special food preparations can be made.

The session includes a presentation by the trainer on field days as promotional devices and the assignment to trainees of a field day as a collective training task which they plan and carry out themselves.

Activities:

Time:

Introduction
5 Min.

1. State goals, refer to the Health Skill Group Session #2: PRACTICAL SKILLS FOR HEALTH MAINTENANCE as a form of a Field Day, and make links to upcoming sessions.

Lecture
30 Min.

2. Define a field day as a day-long series of promotional activities centering on a special theme (e.g., post-harvest technology).

Point out that because of the festive, county fair-like atmosphere of the event, special preparations need to be made that would not necessarily be incorporated in other farmer training methods, e.g., invitations to special guests and a day-ending feast.

Other logistics to consider:

- -clear paths and a well-planned route between demonstrations
- -standing room
- -shade
- -appropriate dress
- -transportation

Special considerations in using a field day as a promotional device include:

- .The theme of the day should be timely (e.g., just after or during harvest) and appropriate to the audience.

- .Size and make-up of the audience may influence the location of demonstrations or the format for the day (e.g., farmers can be routed through stations in small groups and demonstrations can be presented several times during the course of the day).

- .Field days are excellent opportunities for counterparts to receive recognition in a village.

- .Ministry supervisors can be invited. (Note that they may have different needs or interests in being present than farmers).

- .Exceedingly long presentations are not well-suited to the field day format; the suggested maximum length is a half hour.

- .Field days form important first impressions, therefore planning and preparation should be done with great care.

- .Highly orchestrated events are especially prone to being upset by unforseen problems; contingency plans should be made for eventualities like late arrivals or slow moving groups; field days tend to last longer than they are meant to.

Assignment
15 Min.

3. The trainer states the theme of the field day to be carried out in training and reviews the following aspects of the task to be assigned to trainees:

   - -Planning and preparation is the trainees' collective responsibility.

-Trainers will provide support by attending planning meetings and helping trainees choose their topics for presentations.

-Each trainee is required to take an active role in making a presentation; collaboration is possible; 6-8 minutes recommended; two or three trainees may take on a coordinating role for planning and execution of the field day; this may take the place of an individual project.

-Planning and preparation time is incorporated into the training schedule.

-Trainees and trainers will meet at the end of the field day to evaluate presentations and the day overall.

Summary
5 Min.

4. The trainer summarizes the field day planning process that will take place; solicits and answers any questions.

Trainer Notes:

1. The trainer may wish to display pictures of past field day activities he/she has been a part of.

2. If time exists in the schedule, trainees may be allowed to choose the theme of the field day. If trainers choose the theme, the opportunity exists to meet specific technical training objectives.

3. A field day generally requires support of the whole training staff; the trainer responsible for organizing the event should prepare staff for that responsibility well ahead of time.

4. Refer to the prior Health Session #2 (Skill Group V) for observations on how the group carried off a simpler form of a Field Day. Emphasize certain strengths or weaknesses of the group, or adjustments that should be made, as necessary.

5. Refer to the Core Curriculum Training Manual The Role of the Volunteer in Development, OPTC, December, 1981, available from I.C.E., for notes on the shop. Pages 111-134 contain some ideas similar to setting up a Field Day.

6. In an overseas setting, this Field Day could take on the form of a Community Project with the local village, e.g., building a grain drying floor.

FIELD DAY PLANNING MEETING

Time: 2 hrs.

Goal:

1. To make decisions related to the design and goals of the field day.
2. To assign preparation tasks to trainees.

Overview: This session follows initial preparation done by trainees. It should be scheduled approximately one week before the actual field day.

Trainees run the meeting. Agenda items include a review of tasks done to date, a list of decisions to be made by the group, formulation of a task list of things to be done prior to the field day, and delegation of responsibilities.

Activities:

Time:

Meeting
2 Hrs.

1. Trainees conduct a meeting based on an agenda which they develop. Trainers may work with palnners as necessary.

   In preparation for the meeting trainees should be polled to see what topics they have worked out with trainers. Planners can then use the list to aid them in drafting proposals for group's consideration at the meeting.

   Some of the decisions to be made relate to:

   -routing of guests through the various displays/ presentations.

   -sequencing of presentations

   -timing and location of meals and refreshments

   -entertainment

   -tasks to be done (e.g. clean-up)

Materials:

.Blackboard and chalk.
.Handout IV - 9 - A: Meetings (optional)

Trainer Notes:

1. Trainers should work to ensure the success of this meeting by posing problem-oriented questions to meeting planners prior to the meeting itself.

2. Trainers may wish to meet with planners after the meeting to de-brief what occurred.

3. Trainers can share the Result Demonstration, Method Demonstration, and Scale Model lesson plans with planners. Planners can then use points from the session plans to suggest to other trainees ways to prepare for their Field Day presentations.

4. The session fits into a Skill Group VII (Community Organizing) continuum of skill-building sessions. This continuum starts with problem solving which leads to Organizing a Community Meeting, which leads to Organizing a Farmers Organization. In this case, the problem to be solved in this meeting is "How can we organize ourselves to have a successful field day."

5. The trainer may distribute Handout IV - 9 - A: Meetings to trainee-planners before this session as a source of ideas for the planners.

FIELD DAY PREPARATION

Time: 6 hrs.

Goal: To provide time in the training schedule for last minute tasks related to the field day.

Overview: The session should be scheduled as close to the field day as possible, preferably the day before. Trainees work individually and in groups to gather materials, clear up logistical problems and practice presentations in front of others.

Activities:

Time:

Unstructured
6 Hrs.

1. Trainees design this day to meet their own needs. Trainers should be available for consultation. It is strongly suggested that trainees do a practice run of each individual presentation in front of another person who can offer suggestions for improvement. Field day planners may also wish to walk through the field day route and observe practice presentations in sequence.

Materials: .Materials need to be arranged by trainees.

Trainer Notes:

1. Last minute details often require some form of transportation. Trainers should ensure that at least one vehicle is available for this purpose.

2. This session can be combined with Skill Group II's Session #8: INDEPENDENT RESEARCH OF I.C.E. RESOURCES if necessary, or with Independent Work Time blocks in the Schedule.

3. Planning techniques presented in Skill Group VII's Session #4: PROBLEM SOLVING should be used to good effect by trainees in this session. The trainer can circulate and give positive reinforcement to trainees who are planning well for the Field Day.

Resources:

.Handout IV - 6 -A: The Use of the Method Demonstration As a Teaching Device
.Handout IV - 5 - A: The Result Demo Plot As An Extension Tool
.Handout IV - 3 - B: Extension Guidelines

FIELD DAY

Time: All Day

Goals:

1. To provide trainees with the opportunity to demonstrate the skills and knowledge they have acquired during the course of the training.

2. To bring formal training activities to a close.

Overview:

This session is the last formal training session and should be scheduled within a day or two of departure. The day includes a welcome for guests, a series of presentations, a closure meeting (including thanks and reference to follow-up events), evaluation, and a feast/celebration.

Activities:

Time:

Field Day
6 Hrs.

1. Trainees present activities they have designed and prepared.

Evaluation
30-45 Min.

2. Trainers and trainees meet to evaluate the day. Trainees may start with a staff critique of their individual presentations. (Ideas for criteria of successful demonstrations can be found in Handout IV - 6 - A: The Use of the Method Demonstration As a Teaching Device, Handout IV - 5 - A: The Result Demo Plot As an Extension Tool, and Handout IV - 3 - B: Extension Guidelines. The trainee-planners may give a self-critique also, including how well they planned for the Field Day, conducted the planning meetings, etc. (Refer to Session #4: Problem Solving in Skill Group VII and Handout IV - 9 - A: Meetings for ideas on how well the planners did.)

   The trainers can also give positive and constructive feedback to trainees on the Field Day. Handout IV - 11 - A: Field Day Check Chart can be distributed to trainees to be used by trainees and trainers as a field day evaluation tool.

Feast

3. Training comes to a close with a special meal and celebration.

Materials:

- .As identified by planners and trainees for the Field Day.
- .Food for the feast
- .Handout IV - 11 - A: Field Day Check Chart

Trainer Notes:

1. The Field Day should involve all trainers, circulating around to the various stations.

2. Optional forms for the Field Day include Community Projects (involving the community and its members directly), or the Mini-Workshop suggested in the Core Curriculum Manual The Role of the Volunteer in Development, pp. 111-134.

THE EXTENSION SYSTEM AND INSTITUTION BUILDING

Time: 1 hr. 55 min.

Goals:

1. To become oriented to the Host Country Extension System and the PCV role in that system.
2. To conceptualize the PCV role in ag extension as both working with small farmers and helping improve and build the Host Government Agency's institution capability.

Overview:

This session starts with an orientation to the Host Country Agricultural Extention System, with reminders that working within the system and report writing can help improve the working of the extension system.

Trainees hopefully will be able to see the common strand theme between the Problem-Solving session, the Organizing a Community Meeting, Organizing a Farmers' Organization, and this session. That is, that each session takes the same skills and applies them on a larger field in a deeper way. This is the culminating Agricultural Extension session.

Activities:

Time:

Introduction and sharing information
15 Min.

1. Ask trainees to share what they have already learned about the Host Country's Extension System throught Community Analysis exercises or the Extension Worker Visit, etc.

   State goals of the session and give an overview.

Extension System Lecture
60 Min.

2. Present an orientation to the Host Country Extension System with HCN representatives. Points to be covered:

   -Jargon, abbreviations, acronyms

   -Project description

   -System hierarchy

   -Peace Corps' role in the system. Where do PCV's fit in?

   -Ideal vs. Real conditions

-Periodic retraining and up-grading of personal skills?

Linkage to Institution Building
5 Min.

3. Make linkage to Institution Building: "The last two points mentioned above: 'Ideal vs. real condition', and 'Periodic retraining and up-grading of personal skills', bring up the skill of institution building. We usually find a gap between real and ideal conditions, but what is our response--to bitch about that gap, or to help the Host Country Government Agency close the gap. Here's a reading that has some ideas about helping build up Host Country Institutions."

Read Handout
10 Min.

4. Distribute Handout IV - 12 - A: Working Within the System. Ask trainees to read the handout.

Highlighting of Institution Building Skills
15 Min.

5. Ask if there are questions on the Handout IV - 12 - A. Ask trainees to remember back to Handout III - 2 - B: A Peace Corps Agricultural Extension Worker. "Did the PCV work well with the local research station and other government officials?"

6. Highlight 'going through proper channels', and 'report writing' as institution--building skills, drawing from the following notes:

"Why do we want to work within our host government agency (HGA) anyway"?

-HGA can provide us with technical support.

-Improve existing institution.

-Set a model for other development programs.

"What happens when you try to work outside the rules and hierarchies? Has anyone ever tried to side-step a lower-level official in order to talk directly to a higher level official with more clout? What effect did your actions have on your relationship with the first official? What are the long and short term effects of working within the structure as opposed to working around it?"

"We've mentioned writing reports. What kinds of things would it be useful for you to provide to your superiors?"

"Have you ever recommended a co-worker/assistant to one of your superiors? Have you ever written a report of bad conduct? What are the pros/cons of reporting on co-workers' working abilities? If you provided your superior with constructive criticism in a report, what effect would it have? How would you go about making such as criticism without being offensive?"

"In summary, it's important to realize that these bureaucratic constraints can be used to our advantage, if the proper constructive attitude is taken towards them. It's important that we all try and view our extension efforts as directed towards not only farmers and villagers but also towards the government agencies we're a part of. It's only by doing so that we can make the most effective contribution to the countries in which we live."

Summary
10 Min.

7. Ask a trainee to summarize what they learned from this session.

Materials:

.Flipcharts on Host Country Extension System, Step #12, e.g., system hierarchy, abbreviations.
.Handout IV - 12 - A: Working Within the System

Trainer Notes:

1. Have host country trainers or officials give the orientation to the Host Country Extension System, Step #2.

DISEASES AND AGENTS OF DISEASE

Time: 2 1/2 hrs.

Goals:

1. To examine the effects of some of the major diseases and agents of disease which exist in the host country.

2. To explore the causes, common symptoms, transmission processes, and possible prevention strategies for these diseases.

3. To assess in a cultural context the relationship among causes of diseases and their logical treatment and prevention.

Overview:

Trainees are given an opportunity to take a look at some of the major diseases and agents of disease that are found in developing countries Particular attention, however, is paid to the diseases which are found in the geographical regions of the host countries In addition, the trainees in small groups explore the causes, common symptoms, and possible prevention strategies for these diseases in a cultural context.

Activities:

Time:

Goals
5 Min.

1. Trainer opens this session by summarizing the goals.

2. Gives a brief introduction which focuses on the differences between diseases in the U.S. and those overseas.

   Possible introduction: "All of us at some time or another, have been exposed to disease. As children, most of us battled with measles, mumps, and chickenpox, not to mention numerous sore throats, colds, and the flu. In most cases these diseases did not create for us any serious problems. Why? Well, one factor is the environment in which these diseases exist. That is, in America most of us come from a modern, clean, and comfortable situation in which malnutrition, unsanitary living conditions, intestinal parasites, and other factors which contribute to the occurrence of disease do not exist. However, in many environments the situation is much different. In developing countries where poverty is often widespread and the conditions described above are common, disease problems are usually serious. It is important for those of us planning to work overseas to be knowledgeable about the variety of diseases and agents of disease which exist in the areas where we will live and work. In this way, we are better prepared to understand disease, to deal with the factors which influence disease occurrence, and to help others deal with them.

During the next half hour you will have the opportunity to see the symptoms and effects of particular diseases which exist in the developing world. It would be helpful for you to pay particular attention to the interplay of factors which cause these diseases to exist and spread."

Presentation
30 Min.

3. Trainees watch Unseen Enemies or Water: The Hazardous Necessity, the Center for Disease Control slides, or locally available overviews of diseases and agents of disease.

Processing
20 Min.

4. Lead a brief discussion about what waspresented. Possible questions for discussion include:

   - In general, how do you feel about what you saw in the presentation? Were you surprised, alarmed, horrified? (Encourage trainees to express their fears concerning the diseases they will be exposed to in the field).
   - In general, what factors would you say contributed to the occurence of the disease in the presentation.
   - With these factors in mind, what kinds of actions/activities/interventions/strategies might be effective in preventing the diseases presented?

Orientation
to Teams
5 Min.

5. Explain that during the next step, the trainees will have the opportunity to further investigate the above questions. Divide the training group into teams and explain the following process:

From the presentation, you should now be familiar with at least some of the common diseases which exist in the developing countries. What are we going to do now is take a closer look at a few of the diseases which are found in the geographic region of the host country.

Each team is to select one of the diseases which is found in the geographic region of their host country from Handout V - 1 - A: List of Major Diseases and their Geographical Areas of Endemicity. Using the Beneson book; "Where There is No Doctor", and other available reference sources, you and your team will examine in detail the disease which you have chosen and discuss the relevant facts about that disease as a group. Then you are to develop as a group, a graphic illustration (on newsprint) of the transmission cycle of the disease. This cycle should include the major causative factors of the disease and how it infects human beings. In addition, each group will decide on possible intervention points in the cycle where the disease transmission process could be interrupted and the disease prevented. Emphasis should be placed on those actions which volunteers can take to best ensure that they will not contract the particular disease. Each group should also be prepared to describe how they arrived at their transmission cycle and their particular preventive strategies.

Team Work 45 Min.

6. The trainees work in their teams for 45 minutes.

Break 10 Min.

7. Trainees take a break.

Sharing of work on diseases 20 Min.

8. Reconvene the group and facilitate a group discussion of the diseases the groups have chosen. With the transmission cycles posted in front of the group, ask a spokesperson from each group to explain the major components of their group's transmission cycle as well as the points in the cycle where the group determined it would be appropriate to intervene. Encourage the other groups to comment and make suggestions. Possible questions to facilitate discussion include.

.Do you see any similarities in these transmission cycles? How about the points at which the transmission processes may be interrupted?

.Can we make any generalizations about the way diseases are transmitted and the factors that influence the transmission process?

Summary 10 Min.

9. Focus the group on what they have seen, heard, and done during this session. Facilitate this discussion with the use of the following questions: (Major points are recorded on newsprint.)

.Has what you have seen and heard in the last few hours given you any further insights into diseases and agents of diseases? (NOTE: Agents of disease are actually the disease causing organisms whether they be a protozoa, amoeba, bacteria, a virus, etc.) If yes, what kinds of insights? If no, why do you think not? Do you feel that these insights will help you in the field?

.From what you already know about conditions in your host country, how may you best begin to prepare yourself to avoid contracting a serious communicable disease during your volunteer tour? What can you do to begin this process now during training? What are some of the daily habits which you will need to begin practicing while living or traveling in developing countries?

Materials:

.Handout V - 1 - A: List of Major Diseases and Their Geographical Areas of Endemicity.
.Control of Communicable Disease in Man by Beneson
.The Film Unseen Enemies or Water The Hazardous Necessity
.Center for Disease Control slides; 16 mm projector; slide projector; newsprint; markers
.Where Is No Doctor, Werner

(NOTE: The film Unseen Enemies is available from the Shell Film Library, 1433 Sadler Circle West Dr., Indianapolis, Indiana 46239. The film presents an overview of some of the major diseases in the developing world including leprosy, yaws, malaria, schistosomiasis, filariasis, etc. An alternate film, Water: The Hazardous Necessity, is available from the United Nations Audio-Visual Information Center on Human Settlements, 2206 East Mall, University of British Columbia Campus, Vancouver, B.C. Canada V6T IW5. This film examines several of the major water-borne tropical diseases and the economic and social conditions which allow them to flourish.

Slides dealing with arthropod-borne encephalitis, diptheria, rabies, plague, anthrax, desert fever, malaria, leprosy, rubella, cholera, etc. are available from: Center for Disease Control, Bureau of Training, Institutional Systems Division, Teaching Resources, Atlanta, Georgia. It is recommended that three or four copies of Beneson's book be available for group discussion if each individual volunteer is not given their own copy.

Trainer Notes:

1. This session is intended to give the trainees a brief introduction to the kinds of diseases that they may encounter as volunteers. Experience has shown that this is a primary concern of new PCV's and therefore this session

comes near the beginning of Basic Health Training. Further, this session is also intended to be a foundation for Skill Group V's Session #2 on PRACTICAL SKILLS. The rationale is that once the trainees see the major diseases that exist in the developing world and also realize that these diseases can be prevented, they have a good basis for understanding the importance of acquiring practical skills in health maintenance.

2. Again, trainees should be encouraged to express their fears and misgivings about coming into contact with communicable diseases. It should also be emphasized that these diseases can be avoided if one is careful and adheres to preventive practices.

3. Start the process of finding a source of information on diseases in Step #3 early, perhaps during Staff Training. If films/slides are unobtainable, local medical people such as the Peace Corps Medical Office may be able to give a lecturette with pictures from text books.

4. Another idea is to start this session with a pretest, assessing trainees' prior knowledge of the diseases.

   Questions should stimulate trainees' interest in diseases they may know nothing about. Examples of pre-test questions are:

   I. Mulching: Match the vectors with the appropriate health problems which follow:

   1. Bacteria - B
   2. Virus - V
   3. Fungus -F
   4. Internal parasites (living in the body) - I
   5. External parasites (living on the body) - E

   ___Malaria
   ___Scabies
   ___Warts
   ___Syphillis
   ___Sores with pus
   ___Amoebic dysentery

   II. True or False

   ___Antibiotics have no effect on illness caused by a virus.

   ___Poor nutrition can cause burning or numbness of the feet.

   ___Scorpion stings are rarely dangerous.

III. Multiple choice - Circle correct answers.

1. Which of the following is not an infectious disease?

   A. Athlete's foot
   B. Mumps
   C. Earache
   D. Goiter
   E. Hayfever

2. Circle the steps women should take to avoid a vaginal infection.

   A. Wear cloth underwear
   B. Douch regularly
   C. Maintain a proper diet and regular rest
   D. Periodically take tetracycline

IV. Essay questions:

A neighbor of yours comes to visit you in the evening. He shows you two painful swellings on his leg. One has broken open and is oozing pus. The other is large, and quite hard to the touch, yet your neighbor asks you for medicine which is not locally available. What do you recommend instead to help ease your friend's pain and reduce the risk that the infection might spread?

A test like this could also be given as a post test after the last Health Skill Group Session, and could be used as an evaluation tool.

Resources:

.Beneson, Abram S. Control of Communicable Diseases in Man, 12th edition, 1975, American Public Health Association, 1015 18th St. NW. Washington, D.C. 20036, available from I.C.E.

.Health Resource Material for Peace Corps Volunteers, available from I.C.E.

Werner, David. Where There Is No Doctor, available from I.C.E.

.Health Education: A Study Unit on Fecal-Borne Diseases and Parasites, ICE.

.For more ideas and information about this lesson plans, see the Basic Health Training Guide (Draft), Office of Programming and Training Coordination, Peace Corps Washington, Core Curriculum Resource Materials, particularly pp. 80-88. A final version of this manual will be available from I.C.E.

PRACTICAL SKILLS FOR HEALTH MAINTENANCE

Time: 2 hrs. 55 min.

Goals:

1. To determine the reasons for purifying water; to practice purifying water through boiling and the use of chlorine and the use of iodine.
2. To understand the need to eat foods which are free of disease causing organisms; to practice cleaning fruits and vegetables.
3. To examine basic personal hygiene and dental hygiene guidelines; to practice hygiene with limited water supplies.
4. To understand the reasons for and methods of hygiene disposal of solid waste and excreta.
5. To acquire a basic understanding of immunology and the immunizations required to prevent disease while living overseas.
6. To examine the Peace Corps health kit in relation to its uses for prevention and cure.
7. To practice utilizing extension techniques in teaching others practical skills for health maintenance.

Overview: In the preceding Health Skills Group Session #1 the trainees had the opportunity to learn the common diseases and agents of disease which exist in the host country. They have also been made aware of possible preventive measures to avoid getting these diseases. This session makes use of a mini-workshop format to provide the trainees with an opportunity to practice a number of practical skills directly related to the prevention of illness and disease, and the maintenance of a positive health status. More specifically, trainees will learn more about and/or practice purifying water, using medicines to deal with disease, basic personal and dental hygiene practices with limited water supplies, basic information concerning solid waste and excreta disposal, and basic information about immunology and the immunizations required to prevent disease living overseas. This session can be related to Ag Extension session such as Method Demonstrations and Field Day, and perhaps be incorporated with them.

Activities:

Time:

Linkage and goals 10 Min.

1. Mention that in the previous session the trainees learned about some of the diseases in the host country as well as ways of preventing these diseases. Explain that during this session we will focus on some practical guidelines and skills concerning personal hygiene and health practices while in the host country. Outline the goals of the session on newsprint.

Orientation to mini-workshops 10 Min.

2. Explain that the goals will be accomplished through the use of a mini-workshop format:

   The training group will be divided into six groups, and each of these groups will begin the session by participating in different mini-workshops which will be conducted at six different locations or stations in the training site. For example, one group is assigned to a kitchen for a presentation on purifying water, another group meets in a classroom for a presentation on how and why to use the medicines in their Peace Corps health kits, and another group meets outside for a presentation on solid waste and excreta disposal. (NOTE: Add or substitute areas that would be more appropriate for the training group).

   The initial mini-workshop sessions are conducted by a trainer or resource person whose role is to:

   - .Explain the goals of the mini-workshop in terms of learning and practicing a practical skill as well as teaching it to others.
   - .Facilitate a short five minutes discussion of how the skill area relates to health maintenance, and ask trainees what information/guidelines they require in order to develop the particular skill as well as be able to teach the skill to others.
   - .Provide the trainees with guidelines in the form of handouts and written information; an actual demonstration which involves them; or ask questions which help them decide how best to approach the skill area.
   - .Encourage trainees to practice the skills (as in boiling water and cleaning vegetables) or formulate and put into action a strategy for dealing with the

area (as in how to dispose of garbage in a safe and practical way).

- Offer guidance if requested; draw attention to mistakes, ask the group to suggest other approaches for accomplishing the task.

The trainer also explains that after these initial presentations (approximately twenty minutes) each group will rotate and go on to the next station. However, depending on the size of the training group, one or two people from each group will volunteer to remain at the station in order to make the presentation they had just been part of, to the next group. In this way, everyone in the training group will have made at least one presentation before having completed all six stations. (NOTE: Trainees should be made aware that they may have to give a second presentation, but only after all the trainees have made at least one.) Then, after the volunteers have made their presentation they join the group to whom the presentation was made and continue through the rest of the stations.

Mini-Workshops 2 Hrs.	Trainees participate in the mini-workshops. Handouts are distributed, and a trainer at each post organizes the presentations.
Break 10 Min.	Trainees take a break.
Discussion of mini-workshops 15 Min.	The group reconvenes and the trainer facilitates a discussion of the session by focusing on the following questions:

- How do the practical skills you have learned and practiced today relate to the maintenance of a positive health status?

- Are there additional skills you feel would be helpful, that were not covered today? How might you go about acquiring those skills? Where could you find the technical information and/or guidelines?

- How does knowing these skills help you be a role model for positive health practices in the host country? Is simply incorporating these skills in your own life enough? Or are there situations in which you could be a more active "teacher", facilitating local people to learn these and/or other skills?

- What did you learn from today's experiences that relates to Ag Extension Methods and Adult Learning?

Closure
10 Min.

6. Draw the session to a close by reemphasizing the need to maximize preventive measures as a way maintaining a positive health status. Mention that the next session will introduce an additional tool for maintaining a positive health status--sound nutrition habits.

Materials:

- Handout V - 2 - A: Mini-Workshops (Summary of Needed Materials)
- Handout V - 2 - B: Guidelines for Purifying Water
- Handout V - 2 - C: Basic Guidelines for Personal and Dental Health
- Handout V - 2 - D: Basic Information Concerning Solid Waste and Excreta Disposal
- Handout V - 2 - E: Guidelines for Assuring Foods are Clean
- Handout V - 2 - F: Basic Handout on Immunization
- Handout V - 2 - G: Antibody Creation
- Newsprint and markers
- A stove or fire
- A sink or basin
- Fruit and vegetables
- A pot to boil water
- Soap
- Household bleach
- Baking soda
- 2% tincture of iodine
- Toothbrush
- A Peace Corps Medical Kit
- A bucket of water

Trainer Notes:

1. This session can be an enjoyable teaching and learning experience if planned and organized well. One of your first concerns should be to identify the six people who can make the initial presentations and then oversee the others for accuracy and the use of health education techniques. One of these people should have an understanding of how and why the medicines in the trainee health kit should be used. Another individual should have some knowledge about immunology and the immunizations which PCV's receive during their overseas stay.

2. Another concern is gathering the necessary materials to be used. A kitchen would be ideal for use of the stove and sink, however, if these are not available, it is suggested that you get a small Butagas stove or possibly build a fire outside. You'll also need a basin, household bleach,

2% tincture of iodine, and some fruit and vegetables for the presentations on water purification and cleaning fruit and vegetables. In addition, soap, baking soda, toothbrush, and a bucket of water would be helpful for the Personal and Dental Hygiene presentation. A summary of materials and equipment that may be needed for each mini-workshop follows these Trainers' Notes in Handout V - 2 - A: Mini- Workshops: (Summary of Needed Materials).

3. Planning for this session is important. Those making the initial presentations should be encouraged to make use of appropriate health education tools such as: flipcharts, demonstrations, flannelgraphs, etc. In addition, it is suggested that they summarize key points such as an introduction/rationale for the presentation, ways in which the practical skill may be communicated to others, ways to encourage local involvement, etc. This will serve as an example for the trainees who volunteer to make succeeding presentations.

4. It would be helpful to stress to the presenters that although the information presented is basic, it is nevertheless important for personal health maintenance. As much practical "hands on" experience as possible should be incorporated and emphasized.

5. The presenters should be discouraged from preaching to the trainees. Instead they should be encouraged to work with the other trainees in developing the skill as well as how to communicate it to others. This is especially important for areas such as Personal and Dental Health. The guidelines are not intended to be hard and fast rules to follow, but suggestions as to how to maintain good personal and dental health. Therefore they should be communicated as such.

6. An important point to be made is that trainees must realize that their health in the host country depends a great deal on their ability to take care of themselves rather than becoming ill and having to be take care of.

7. This session offers rich responsibilities for integration and cross-referencing with other sessions, e.g. Agricultural Extension Skill Group IV Session; #6 METHOD DEMONSTRATIONS, Session #7 ADULT LEARNING AND TEACHING, Session #8-11 FIELD DAY SESSION, Community Analysis Skill Group II, #8 INDEPENDENT RESEARCH OF ICE RESOURCES. This session and the ones above can be incorporated and presented together.

Resources:

- .Peace Corps Host-Country Health Handbook
- .Werner, Where There is No Doctor, pp. 131-148
- .Health Resource Material for Peace Corps Volunteers, ICE
- .Health Education: A Study Unit on Fecal-Borne Diseases and Parasites, ICE
- .Community Health Education Lessons, ICE
- .Health and Sanitation Lessons, ICE
- .Health and Sanitation Lessons: Visual Aids, ICE
- .A Program for Health Education Related to Water, ICE
- .Audiovisual Communication Handbook, ICE
- .Visual Aids: A Guide for Peace Corps Volunteers, ICE
- .Hilton, David. Health Teaching: Stories, Drama, Song. Available from Learning Center, MAP International, P.O. Box 50, Wheaton, Illinois 60187

For additional insights and sources of information, refer to the manual from which this lesson plan was taken. Basic Health Training Guide (Draft) Office of Programming and Training Coordination, Peace Corps/Washington, Core Curriculum Resource Materials, pp. 89-106.

BASIC NUTRITION CONCEPTS

Time: 1 hr. 55 min.

Goals:

1. To introduce the concept of "good nutrition".
2. To explore the basic nutritional needs of people.
3. To identify the nutritive value of categories of food.

Overview: This session will focus on basic nutrition concepts, classification of nutrients, and the characteristics of a nutritional diet. Trainees will examine their personal eating habits and daily diets in relation to nutritional needs, and discuss how their eating habits may change while living overseas.

Activities:

Time:

Introduction
5 Min.

1. Introduce the session by mentioning that for the most of us "good nutrition" is not a new concept. We hear and watch debates about the use of chemical additives in food; the dangers of junk and fast foods; and we remember well our mothers concern that we "clean up our plates" and "at least eat a taste of your green vegetables". But despite the concern about "good nutrition" that we have been exposed to, how many of us actually pay close attention to what we eat? This is an issue that deserves some attention since our food habits and diets will change radically once we are overseas. And after all, the quality of food which we take into our bodies determines to a great extent the quality of life we have.

   During this session we are going to examine this area of "food and nutrition" and hopefully begin to make preparation for maximizing our nutritional intake as PCV's.

Goals
5 Min.

2. Summarize the goals of the session listed on newsprint.

Discussion on
food groups
10 Min.

3. Introduce this step with the following: "In order to better understand the concept of "good nutrition" and how this relates to us personally we are going to take a look at our personal eating habits and daily diets. First however, let's take a look at food in general." Facilitate discussion around the following questions: (Answers written on newsprint).

.What are nutrients? What are the major nutrients found in foods?

.What are the important functions of these nutrients?

"We may classify food in terms of the functions of the nutrients contained in them. For example, meat contains the nutrient, protein. Proteins are important for the repair and building of tissue in our bodies. Therefore, meat may be considered a body building and repair food. Similarly, cereals and grains contain the nutrients, carbohydrates. Carbohydrates are primarily concerned with the use and storage of energy in our bodies. Therefore, cereals and grains can be considered energy foods. To illustrate this classification graphically, let's look at the following table": (Table is posted on newsprint).

Three Main Food Groups

Group I (Protective Foods)	Group II (Energy Foods)	Group III (Body Building and Repair Foods)
fruits and vegetables	cereals, grains, starchy roots, extracted oil, beer and wine	meat, fish, poultry, eggs milk, cheese, and yogurt
provide water, minerals and vitamins	contain high amounts of carbohydrates and/or fats	contain a high percentage of protein

"As you can see, food falls into one of three groups depending on the major nutrients they contain. Okay you say, but what does this have to do with me? Well, perhaps it would be helpful if all of us took about 10 minutes to recall what we have eaten and drunk in the last twenty-four hours and place each of these foods in the group to which it belongs. Then we'll be able to see what major nutrients we are getting."

24 Hour Diet Recall
20 Min.

4. Distribute Handout V - 3 - A: Description of the Three Main Food Groups and instruct the trainees to recall all of the foods and drinks they have had in the last twenty-four hours and place them in their respective food groups. Trainees complete 24-hour diet recall.

Compare Recall with Handout 20 Min.

5. Distribute Handout V - 3 - B: Requirements, Tables, and Lists of Nutrients & Foods and ask trainees to compare what they have eaten and drunk during the last 24 hours to the nutrients and calories that an average person should get in a day.

Small Group Discussion 20 Min.

6. Divide the training group into small groups to discuss their individual findings. Possible questions to facilitate the small group discussion include:

- In which food group did most of what you ate and drank yesterday fall?
- Was yesterday a normal day for you in terms of what you ate? Were you tired, sluggish, energetic? How do you explain this?
- Were there any surprise in what you found to be the major nutrients that you got yesterday?
- Where were you deficient? Where were you in surplus?

NOTE: It may be interesting to have each of the groups plot on a graph where the individual group members found themselves in terms of being average, above average, or below average in relation to their daily nutritional requirements for yesterday. These graphs could then be compared in the large group.

Large Group Discussion 20 Min.

7. Reconvene the training group and facilitate group discussion around the following questions:

- What nutrients seemed to appear most in your group's 24 hour diet recalls? Were there many similarities? Differences?
- In general, how did most of the group members do? Above average? Below? Any graphs for comparison?
- Did this exercise help you at all? How? If not, what might be more worthwhile to you?
- Do you see ways that you might be able to increase the amount and kinds of nutrients you take in? How?
- Why do you suppose this concern for "good nutrition" is especially important for those of us who plan to live and work overseas?

.What may be done now, during training, to ensure that you get the maximum nutritional intake from your diet?

Summary
15 Min.

8. Wrap up the session by remarking that: "As we saw from examining the diets, some of us are getting all the necessary nutrients we need and some of us are not. The important point however, is that we begin to understand what nutrients our bodies need to function well, because the foods which contain these nutrients are likely to be much different than the ones we are used to eating stateside. And in order to remain healthy and productive we will have to identify these nutritious locally-available foods."

Materials:

.Newsprint/chalkboard, markers/chalk
.Handout V - 3 - A: Description of the Three Main Food Groups
.Handout V - 3 - B: Requirements, Tables, and Lists of Nutrients and Foods

Resources:

.Jelliffe, Derrick, "The Human Diet" in Child Nutrition in Developing Countries, AID, 1969 (available from Superintendent of Documents, United States Government Printing Office).

.Lappe, Francis Moore, Diet for a Small Planet. New York: Ballantine Books, 1975.

.Werner, David. Where There is No Doctor, pp. 107-130

.Nutrition Handbook. Peace Corps Ivory Coast, 1979 (copies available from ICE)

.Shack, Kathryn, ed. Teaching Nutrition in Developing Countries, Meals for Millions Foundation, 1977 pp. 114-123

.The manual from which this lesson plan was taken: Basic Health Training Guide (Draft), Office of Programming and Training Coordination, Peace Corps/Washington, Core Curriculum Resource Materials, pp. 107-117, available from I.C.E.

PERSONAL SUPPORT WITH STABILIZERS

Time: 1 hr. 55 min.

Goals:

1. To become aware of possible discrepancy between one's self-conception as an American vs. Host Country National's views of Americans.

2. To identify personal support stabilizers.

   .Used in the past.

   .Functional and non-functional at the training site and eventual placement.

   .Previously unknown that may be at their placements.

Overview: This activity starts the trainees thinking and feeling about how to adapt to another culture. The trainer first touches on views of Americans. Their stabilizers are explored through a reading, a skit, and brainstorming.

It is assumed that trainees have already completed the Approaching Living in a New Culture: A Workbook for Cross Cultural Transition, put out by OPTC, Revised September, 1981. Future cross cultural adaptation sessions involving more explicit practice of adaptation skills are briefy previewed.

Activities:

Time

Introduction 5 Min.	1. State goals. Review work done in Cross Cultural Workbook, specifically the concept of culture shock.
Brainstorm 10 Min.	2. Ask trainees to brainstorm a list of adjectives that they would describe themselves as Americans to Host Country Nationals. Record these on a blackboard or flipchart.
Sharing HCN Preconceptions 15 Min.	3. Share preconceptions HCN's have of Americans and Peace Corps Volunteers. Some of the preconceptions should be critical e.g., All Americans are rich. Americans dance spastically, etc.

Processing 10 Min.	4.	Ask "How do these preconception make you feel?" Ask trainees to keep in mind that they might run into more critical attitudes toward Americans overseas. The trainer could relate personal experiences as appropriate. Relate experiences from the Live-In, if appropriate.
Introduction to Stabilizers 15 Min	5.	"Now, let's explore ways you can cheer yourself up when you feel lonely or homesick or under stress". Bring up observations you've made of trainees to bring them into the topic of stabilizers. For example: "Hey Mary, I saw you jogging this morning. Do you do that everyday?"
	6.	Distribute and ask trainees to read handout V-1-A: Personal Stabilizers. Or these ideas can be presented in a lecturette.
Reflection 10 Min.	7.	Ask trainees to think back to times during the past six months when they experienced stress. What did they do to make themselves better at those times? Recall the Cross Cultural Workbook Section 3 in which you identified personal lows on the graph.
	8.	Ask trainees to share their stabilizers with each other. List them on the blackboard or flipcharts.
	9.	Ask trainees to look for stabilizers in the following skit.
Skit 15 Min.	10.	Two trainers mount a skit, showing two PCV's meeting at a restaurant: One who is still relying on American stabilizers (imported beer, imported food, voice of America sports broadcasts, American music, wearing western clothes, has no HCN friends), while the other PCV has adopted local stabilizers (drinking local beer and eating local food, has a HCN boy/girlfriend, has lots of HCN friends, knows a lot about and likes local music, wearing local dress, etc).
Process Skit 5 Min.	11.	Ask "what different stabilizers did you see for each PCV in the skit?" Trainer adds them to the list of previously identified stabilizers.
Classify Stabilizers 10 Min.	12.	Ask trainees to consider which stabilizers listed are appropriate to use at the training site (circle these), which will be appropriate at their volunteer site (underline these), and which will not be appropriate (cross these out). The trainers can add opinions on the appropriateness of the stabilizers based on their own experiences.

New Stabilizers 10 Min.	13.	Point out country specific stabilizers that trainees have not listed on the board, e.g., chewing kola nuts in West Africa.
Closure 10 Min.	14.	Recall session goals. Ask a trainee to summarize the session. The following points could be covered:

-Becoming aware of ways I support myself emotionally.

-Seeing new possibilities for maintaining my own personal support at my site. Ask if stabilizers can help trainees during the Live-In. Point forward to future session in which other community adaptation skills will be practiced: saying no, dealing with ambiguity, non-verbal communication.

__Materials:__

.Handout V-1-A: Personal Stabilizers
.Props for the role play - bottles of HCN beer can of imported American beer
HCN music and player
HCN clothing
HCN street food-peanuts, snacks
Bowling bag
American clothing: Boston Red Sox cap, alligator shirt, 3 ring binder full of training handouts, etc.

.__Approaching Living In a New Culture: A Workshop For Cross Cultural Transition__, OPTC, PC/Washington, Revised September, 1981.

__Trainer Notes:__

1. The two trainers putting on the role should practice this before the activity, moving quickly through the examples of different stabilizers:

   -beer
   -food
   -friends
   -sports
   -knowledge and appreciation of music
   -clothes
   -dancing styles (HCN vs. U.S. new wave or punk style).

2. In step #6, the ideas can be presented by having trainees read Handout VI - 1 - A, or the trainer can prepare a lecturette based on the main points contained in the handout, depending on the style of the trainer as well as the group.

3. A list of new stabilizers that may be found at the trainees sites should be identified by the trainer before the activity. These country specific stabilizers should be gleaned from RPCV's, HCN's, etc.

4. By introducing this session as the first cross cultural adaptation session, it is assumed that trainees have already completed the Approaching Living In a new Culture: A Workbook for Cross Cultural Transition Workbook in a CREST or CAST. If trainees have not completed the workbook, allocate five hours of the schedule for trainees to work through it.

   Another activity that could be included before or in conjunction with this session is a cross-cultural simulation. If trainees have not experienced them in a CREST or CAST, Batcheler and Werner's "The Albatross (from Beyond Experience: The Education Approach to Cross-Cultural Education: The Experiment Press, Brattleboro, VT, 1977, pp. 131-136, or a CAST or CREST manual), or the game Bafa Bafa (from Gary Shirts, Simple II, P.O. Box 910, Del Mar, CA 92014)

5. A good time to schedule this session is right after the start of the Live-In, when trainees may be very interested in personal support skills.

Resources:

.Cross Cultural Training for Peace Corps Volunteers, OPTC, PC/Washington, December, 1981, Core Curriculum Resource materials.

.Beyond Experience, The Experiential Approach to Cross Cultural Education, Batchelder and Werner.

DISCOVERING HOW TO SAY NO

Time: 1 hr. 55 min.

Goals:

1. To discover skills you currently possess in saying no and to expand your repertoire of negative response tactics.
2. To discuss the personal security and self-maintenance that saying no can bring to cross-cultural living, especially in situations where one can easily feel not in control.
3. To assess the consequences of saying no in cross-cultural situations.

Overview:

Volunteers have often experienced situations where they were unable or unwilling to say no, for example when one is offered something to eat or drink in a cross-cultural situation and the food may look health threatening.

People who are unable to deal effectively with "no-saying" often end up feeling powerless and victimized and, in fact, tend to withdraw from situations where they might potentially be asked to do something they don't want to do.

This session deals with the issues that "no-saying" raises and aims to increase and sharpen people's skills at doing so.

Activities:

Time:

Introduction
5 Min.

1. Review session goals and do linkage with prior session on stablizers and counselling: This session points out another important skill in maintaining your own stability. Being able to say no is an essential life skill for everyday living, both in other cultures and at home.

Lecturette
10 Min.

2. Introduce the importance of assessing situations and determining acceptable and individually effective ways of saying no. Key points to make:

   -Sometimes, in another culture, it's hard to say no to people who we perceive as more powerful (more knowledgeable) or to whom we want to relate over a long time in order to do our work (such as community people, co-workers, supervisors). Or, we simply do not know what to do and to avoid offense we don't want to say no.

-To be able to say no helps us maintain a sense of our own stability. It can keep us from feeling helpless and "victimized" by the culture.

-Knowing we can say no frees us to engage more actively in everyday life situations.

Examples
10 Min.

3. Ask the group for one or two examples of situations they have encountered when they either did say no or tried to say no.

-What kind of situation was it?

-What tactic(s) did you use to say no (e.g., humor, bluntness, evasion, etc.)

-How effective were you?

-What felt good about saying no and what didn't?

-What did you think the consequences would be? What were they?

(These questions should be posted on a flipchart or on a chalkboard or given out as a handout).

Brainstorm
In-Country
Situations
10 Min.

4. Mentioned that "you have seen a few situations and the variety of skills and tactics you have used in saying no so far. Let's add some more situations to the list which you have not yet encountered, but expect to. Let's list some of themup."

(Put this on a flipchart)

"Possible In-Country Situations"

Small Role
Plays
40-60 Min.

5. Role Play: Divide the group into small groups of Group 5-6 people with a host country staff member or trainer. The following role play situation involves a volunteer Peace Corps trainee playing him/herself and a host country person (preferably played by a host national trainer). A volunteer is selected from the group. Ask which situation the participants would be most intereted in working with from the list of possible no saying situations developed in steps #3 and #4.

In managing the role play, choose the situation first. Then, the host country trainer and the trainee play out the situation (e.g., Ato Yusuf, you have met Joe, the volunteer, at a wedding celebration; you like him and during dinner offer him the eyeball from the sheep that provides the main food for the dinner; it is a great delicacy). The trainee is to be him/herself. Physically separate these two so they are in front of the small group, or in the middle of a fishbowl. Begin the role play. Let this go until the issue seems played out. Ask the processing questions in the following order. Make certain that you ask the last two processing questions as that will help the two role players "de-role."

6. Processing questions

    -What was the no-saying skill and tactic being use?

    -How effective was the strategy?

    -What possible consequences might result to the volunteer? To the HCN?

    -How did you (to volunteer) feel?

    -How did you (to host national) feel?

7. A sample role play that you might develop out of the situations generated in #4 is as follows:

Volunteer:	Your counterpart has borrowed money from you for the past three months. You feel taken advantage of, and are feeling low on your financial resources. She got paid yesterday, and yet here she is asking for another loan.
Host National:	Your ministry bureaucracy is a year behind in your salary payments. An uncle of yours has just started working in the head office, so you hope he will rectify this. You really appreciate the assistance of the PCV, who doesn't charge exorbitant interest like money lenders. The salary payment you received yesterday has already gone to pay back debts, and this morning you have heard one of your aunts died, so you need to help pay for the funeral arrangements. You hope the PCV can help you one more time.

Full Group Wrap-up 20 Min.

8. Bring the full group together, ask people what they learned from this session. After recording some representative responses, ask for ideas on how this could be used during training? Volunteer service? Ask the group what has been most important for them in the session.

9. Ask "In what ways will observation skills help in dealing with no-saying situations?"

How about information-gathering skills? What are some of the other skills you have learned in other parts of the training program which could be of help here?

Closure 5 Min.

10. Go back to original goals - check for goal attainment.

Trainer Notes: As you discuss these role plays, if should be made clear that we are not looking for a set of do's and don'ts about saying no in the culture. The point is that there are all kinds of possible situations in which one may need to say no; that how we say no depends on what works effectively for an individual in a given situation; (e.g., humor may work well for you, but not me): And that we can learn new ways to say no which may work better than others in the culture; and that role plays can help give people practice at learning these new ways.

Resources: .This lesson plan is taken from the Core Curriculum Resource Manual Cross Cultural Training for Peace Corps Volunteers, OPTC, Peace Corps/Washington, December, 1981, pp. 41-45, available from I.C.E.

DEALING WITH AMBIGUITY

Time: 2 hrs.

Goals:

1. To identify skills and a range of behaviors which can be used for dealing with ambiguous situations in intercultural settings.
2. To assess skills and expand your repertoire of skills for dealing with ambiguity.

Overview: In cross-cultural living, one often finds oneself in situations where it is difficult to interpret what is going on. One may receive information or data from different sources which is conflicting. A situation will arise where there are several possible choices for action and there appears to be no clear "right" choice. Dealing with ambiguity is a part of cross-cultural living. In many situations however, the ambiguity causes people to become impatient, frustrated, or angry. This often leads to rash actions, which one later might regret, or one may sharply withdraw from acting altogether when faced with ambiguity. If one realizes that there are a variety of responses which can be used in ambiguous situations, some more successfully than others, and if one can learn to recognize that this is a "normal" occurrence and learn not to react in exaggerated ways in those situations, then it is easier to live cross-culturally. This session provides trainees with a framework for expanding existing skills, and developing new ones, while increasing awareness of the range of useful responses.

Activities:

Time:

Introduction 10 Min.

1. State the goals of the session and fit them within the context of the other community adaptation "everyday life skills". Introduce the rationale of the session, mentioning:

   .We do encounter ambiguous situations at home, but since we usually understand more of the rules, we probably can deal with them more readily and encounter fewer ambiguous situations in general.

   .Give some examples of ambiguous situation and possible responses, perhaps drawn from observations of trainees in the training program.

- .It is not necessarily important which one we use, but how effectively our behavior works for us in ambiguous situation and how appropriate our present responses might be in another culture.

- .We now want to give you the opportunity to identify some of the ways your currently respond to ambiguous situations.

Analysis of Situation 10 Min.

2. Instruct the group to reflect over the past few weeks and to identify a situation where they had to deal with ambiguity. Trainer should provide one example, either use the one listed below or, more preferably, one from your recent life in-country. Ask them to find at least two situations. For each situation write down following (for yourself):

Situation	How I dealt with it	Tactic Used
Acting Director appointed in office. Old director has new job at higher level still gives me instructions without telling Acting Director.	Waited, Ignored situation; joked with old director; finally confronted.	* withdrawal * humor * confrontation

Discussion in pairs

3. Discuss your findings with someone sitting next to you; help each other (using communication skills) to define what kind of tactic worked and didn't work.

Large Group Sharing 10 Min.

4. In the full group, ask for examples using the following questions. Take five or six examples.

   -What was the situation you chose, and what made it particularly ambiguous for you?

   -What tactics did you see or use?

   Note the range of responses and whatever else seems significant—especially note the reasons that situations were ambiguous, and the range of tactics used. Also, you might ask what kinds of tactics did not work well for people.

Forming small groups 5 Min.

5. "Now that we have a sense of what people commonly use to deal with ambiguous situations, let us look at some situations which have happened to people before in cross-cultural living and see what you might do."

Distribute handout VI- 3 - A, Case Situation #1 and form the group into small study-discussion groups of four or five people. Instruct the group to read the case study.

Small Group Discussion 20-30 Min.

6. Ask the group to discuss the following questions: (Put questions on a chart or hand them out.)

   -What you would do in the situation. How would you deal with the ambiguity?

   -What might be the consequences of your response?

   -Are there any particular tactics which you feel will work better than others in this situation?

Large Group Discussion 10 Min.

7. Bring the group back together. Ask for sample responses to the questions from different groups. Keep the discussion moving.

   -What kinds of responses did your group come up with?

   -What might some of the consequences be?

   -How do you think your response would work at your PCV placement?

Role plays and discussion 30-40- Min.

8. Ask a member of the group to volunteer to try out a discussion with the policeman using one of the responses from the group discussed in #7 above.

   Ask an HCN staff member to play the policeman. Instruct the policeman to do (say) one of the following:

   -Ask to see the PCV's license. If he/she does not have one, gently but firmly insist that you need to take him to the local police station to fill out the proper forms.

   -Tell the PCV that she must pay for the damage to the car now before she can go.

   -Hug the PCV and laugh a lot, no matter what the PCV says (obviously finding the language usage of the PCV very funny without the PCV knowing it).

   -Others appropriate to the culture in which your training is taking place.

9. Discus the role play in the full group with some of the following questions:

    -What do you think was happening between the PCV and the policeman?

    -What was the tactic used by the PCV?

    -Did it appear to be successful?

    -Ask the PCV how she/he felt in the situation. Ask him/her if they would respond that way again?

    -Ask the group how they might handle the situation differently. If someone has an interesting response let him/her try it out in the same role play: i.e., when someone says, "Well, I would have done it differently," the trainer then says, "Why don't you try that out."

10. Instruct the HCN policeman to react differently, perhaps using one of the other responses. This will provide a new set of problems to react to and will not reinforce the stereotype that all HCN policeman are alike. Repeat the role play.

11. Discuss the second role play using the same questions, or add questions which seem relevant.

    In the discussion of these role plays, we are not trying to establish that there is a list of do's and don'ts which may be the "right" way to respond in "the culture". We are trying to establish that each person has ways to identify and respond to ambiguity, and that each person must find or adapt what works best for him/her self... and try out new ways.

Individual writing reflecting 10 Min.

12. Ask the group to take a few minutes to develop a personal plan for dealing with ambiguity by writing down the answers to the following questions:

    What responses do I do well now?

    I would like to learn to:

    Ask the group to reflect on different kinds of ways people use to deal with ambiguous situations (e.g., identifications of a situation, observation, use of humor, etc). Ask what was the most useful thing they learned in this section.

Materials: Handout VI - 3 - A: Case Situation #1

Trainer Notes:

1. When doing a quick sharing in large groups (e.g. step #4), do not take one whole report out from one group. Rather, take a response to one question from one group, then move to another group for another response to the same question, then to another. Compare and contrast responses. Ask if any groups have anything to add to that question. Then move to another question and do the same thing, perhaps starting first with groups that have not contributed yet.

2. In Procedure #8, #9, #10, and #11 do the role play once, then discuss it, then (if you can) get someone else to play the role of the PCV and redo it. You can do this once, or as many times as you think will be useful, or that will maintain interest within the group. This should be reasonably fast paced after the first one, with the discussion focusing on ways in which new role players use to handle the situation.

3. The point of this situation (in #8, #9) is not at all tied to driving, auto licenses, and so on--rather it is intended to portray an ambiguous situation. If you wish, rewrite the situation so it is set in your country, and is a situation that this group of volunteers might actually face when they finish training.

4. Examples of ambiguous situations (for step #1, #2) include:

   -Everybody is laughing and you don't know why;

   -You're in a conflict with a co-worker and three people tell you to do something. Each piece of advice is different;

   -Your landlord has promised to paint the walls in your house. You have asked him three times. Each time he smiles and nods profusely and says yes. The house goes unpainted.

5. Examples of responses to ambiguous situations (step #1, #2) include:

   -To laugh and make jokes

   -To act out in anger

   -To gether more information

-To withdraw

-To wait and see calmly

-To cry and look helpless

-To ask for help

-To suspend the need to know

Resources: .This lesson plan is taken from the Core Curriculum Manual Cross Cultural Training for Peace Corps Volunteers, OPTC, December, 1981, pp. 51-59, available from I.C.E.

NON-VERBAL COMMUNICATION, PART I

Time: 60 Min.

Goals:

1. To identify some patterns of non-verbal communication in our own and the host country culture.
2. To identify some implications of non-verbal communication for cross cultural effectiveness.
3. To develop a workable definition of non-verbal communication.

Overview: More is communicated non-verbally about relationships than any other way. The "tone" of a communication between people in the relationship dimension is communicated non-verbally. Messages like: 'I like you', 'you frighten me', 'I'm happy' are communicated more by facial expressions, body language (posture), proximity, touching, and eye movement than by words (except for tone of voice or inflection which is similar to a non-verbal message). As well, the emotional content of a message is usually communicated non-verbally. The following exercise is used to demonstrate this and address the goals above. It is structured by opening with a quick fun-like game which is "guess what I am trying to tell you non-verbally." This is followed by a discussion of non-verbal communication, working towards a definition with the group. Finally, an observation task is structured with two parts: A) partners make a committment to observe each other for a week to gain knowledge of how non-verbal communication works with each other; B) and an observation process for considering how non-verbal communication works in the local community or host country culture is set up. This session, which is brief, is then followed up a week later with the opportunity to examine what people have learned about non-verbal communication, both with other Americans and in its host culture.

Activities:

Time:

Climate setting game 10 Min.

1. Open the session by stating that "We're going to try a game, the meaning of which we will discover later, trust me." The game is structured rather like charades, except that one may not use charade-like signals (such a spelling with the fingers or using word conventions). Ask the group to form pairs, and give each person a message on a piece of paper (see list below), then tell the group that they have three

then tell the group that they have three minutes to try to get the message across without using words. They cannot write, spell, or talk. The trainer keeps track of the time. After the first three minutes, switch so that the other person can try it out also. A sample list of messages follows (you may add your own but the message should include either an emotion or communicate something about a relationship, as well as try to give a message about a thing.)

Messages (written out on slips of paper):

- "I'm angry because the elephant sat on my lunch."
- "I'm happy because your dog stopped barking."
- "I'm frustrated because you never listen to me."
- "You can't understand me, and this frightens me."
- "I'm surprised at your youthful appearance."
- "I like you and want to be your friend."
- "I am weak (and submissive) and you are strong (and dominate)."
- "I don't like not being able to talk."

Processing
15 Min.

2. After the non-verbal experience, gather group reactions which lead into the goals and lecturette below by asking:

   - What was that like for you?
   - What was easy about it? (i.e., what part of the message could you get?)
   - What was difficult? (i.e., what part of the message couldn't you get?)

Lecturette
10 Min.

3. Share goals of session. Provide overview of the two part non-verbal session as spelled out in overview.

   Build a lecturette out of group experience:

   - How many of you know about non-verbal communication?
   - What is it? Give me some examples.

-What does non-verbal communication communicate?

-How aware are you of your own non-verbal messages?

As people answer these questions, write down the answers on a flip chart and examine them with the group. At the end, the group and the trainer should arrive at a working definition of non-verbalcommunication which they can test out during the next week with each other and the host culture. (If the point about relationships and emotional content does not come out, the trainer should probe the group to find out what is really going on in non-verbal communication.)

Choosing Observation Partners
10 Min.

4. Ask the group to choose up partners for the purpose of "observing each other" for a one week period in order to learn more about non-verbal communication. The task is to "watch each other" during the week whenever possible and notice how the other person uses non-verbal communication. At the end of a week, the same pairs will meet during Part II of this session, to both provide each other feedback on what they do and to draw some generalizations from the experience about how people from our culture communicate non-verbally.

Task of Observation
10 Min.

5. Assign everybody an additional task of observation and note keeping by asking them to watch what kind of non-verbal communication occurs during the week with people in the local community or host country. Give them a list of the following categories to use in their observations (and explain that they need not be limited by these categories). As them to keep notes for the discussion next week. Categories of observations that can be used for both observational tasks are as follows:

   -Body language: Posture, use of body

   -Proximity: What is the social distance people use; how close do they stand, do they touch?

   -Facial expression

   -Hand gestures

   Ask if anyone has any additional categories they can think of right now.

Closure
5 Min.

6. Ask the group if they have any questions about the tasks. Close by telling them that the session is really in progress for the next week and that this is just a beginning. In the next part we will process the experience and discuss what

they have learned about non-verbal communication from the experience. Relate this session to #7: FARMERS LEARNING STYLES (Skill Group IV, Step #3) for a practical use of non-verbal communication.

Materials: .Messages written out on slips of paper.
.Flipchart

Trainer Notes: This session relates to the FARMER LEARNING STYLES Session, #7, Skill Group IV. Bring this out as appropriate.

Resources: .This lesson plan is taken from the Core Curriculum Training Manual Cross Cultural Training for Peace Corps Volunteers, OPTC, December, 1981, pp. 58-61, available from I.C.E.

NON-VERBAL COMMUNICATION, PART II

Time: 50 min.

Goals: See goals in session #4, (Skill Group VI): Non-Verbal COMMUNICATION, PART I.

Overview: This is essentially a "processing" session designed to discuss, generalize, and apply the experience accumulated by the trainees in one week of observing non-verbal behavior, both with each other and in the culture of the host country. The format is designed to allow participants to talk over their experiences, give each other feedback on what they saw each other doing, discuss observations of the host culture, and arrive at some working assumptions/generalizations about how non-verbal communication may be similar or different with Americans and host country people. This information can be used in related Agricultural Extension Sessions (e.g. #7: FARMER LEARNING STYLES).

Activities:

Time:

Overview & Goals 5 Min.

1. To set the climate, ask people how it went in the non-verbal observation task. Any funny things happen? Restate the goals of the session and give the purpose of the session as stated above in the overview.

Partner Feedback 10 Min.

2. Ask the group to form into the same pairs that have been observing each other for the past week and spend a few minutes telling each other what they observed each other doing in terms of non-verbal communication during the time. This should serve as a way for individuals to gain insight into how they use non-verbal processes in ways which they may not be aware.

Large Group discussion 15 Min.

3. Bring the group back together and draw out some generalization from the experience of observing each other by asking the following discussion questions (list up major points on a flip chart):

   .Did any of you learn anything new about yourselves? What?

- Is there anything about non-verbal communication, in general, that you have learned from this experience.
- Does there seem to be anything about the way Americans use non-verbal communication that we can say in relation to use of proximity, use of hands, facial expressions, body language?

Small group discussion 10 Min.

4. Now ask the group to form small groups of 4 or 5 and spend a few minutes discussing what they observed about the host country people's use of non-verbal communication. Small discussion groups of 4 or 5 will allow maximum "airtime" (you may wish to keep the full group together as another option to save time). Ask the group to consider each area of observation and list on newsprint or record their findings.

Large group discussion closure 10 Min.

5. Read over the lists (on newsprint) and analyze any trends. Hold a discussion by asking:
   - Is there anything you find that is common in the _____ culture in the way people use non-verbal communication?
   - How might you compare the way the ______ people use non-verbal communcation with the way you all do?
   - Is there anything about all of this that you can apply to your work as volunteers? Can this help you communicate with farmers?

Materials: .Flipchart (step #3)

Trainer Notes: Relate the observations of non-verbal communication in this session to session #7: FARMER LEARNING STYLES (Skill Group IV), particularly in this session, step #5.

Resources: This lesson plan is taken from the Core Curriculum Training Manual Cross Cultural Training for Peace Corps Volunteers, OPTC, December, 1981, pp. 67-68, available from I.C.E.

COMMUNICATING SKILLS

Time: 1 hr.

Goals:

1. To identify communication, group maintenance, and task oriented skills exhibited and observed by trainees.
2. To reflect upon and generalize skills that will be useful at PC placements.

Overview:

This session's aim is to learn about communication skills. An emotional topic of discussion is used to draw out trainees' behavior related to communication.

By prior arrangement, a few selected trainees observe the communication during this discussion and take notes for later review and discussion by the group. Use of handouts and observation forms is made as a technique to get the ideas and definition across to trainees without lecturing.

Activities:

Time:

Give Handouts to a few trainees

1. (Before the session give Handout VII - 1 - A: Group Maintenance Oriented Behavior Worksheet to two trainees, and Handout VII - 1 - B: Task Oriented Behavior Worksheet to two other trainees. And give Handout VII - 1 - C: Observer's Worksheet to two other trainees. Finally, give Handout VII - 1 - D: Task Oriented Behavior Group/Maintenance Oriented Behavior to each of them. Ask the trainees to observe the group discussion at the beginning of the session, and note when they see any of the behaviors' on their worksheet for later sharing with the group. Clarify any questions the trainees have about the behaviors, or what is expected of them.)

Distribute & read handout 10 Min.

2. At the start of the session, distribute Handout VII - 1 - E: On U.S. Volunteers and ask trainees to read it.

Group Discussion 15 Min.

3. Ask trainees what their reactions are to this handout. Mention that tit was once given to a trainee to challenge his joining the Peace Corps. Step back and let group discussion come out.

Filling out self rating forms
5 Min.

4. After the discussion has gone on a while, intervene and explain that the purpose of Handout VII - 1 - E was to serve as a discussion starter. State the goals of this session. Ask that further consideration of the handout be postponed until after the session. Distribute Handout VII - 1 - F: Communication Skills: Self Rating Form to everyone and ask trainees to fill it out. Explain that this is a sort of Pre-test, to be used as a self evaluation form, not a training evaluation. Explain that at the end of the training (Session #1, Skill Group VIII): "LAST RITES", they will have an opportunity to fill out this self rating form again and see if their self rating of their communication skills has improved. Collect Handout VII - 1 - F after everyone has filled it out.

Sharing of Observations
15 Min.

5. Distribute Handouts VII - 1 - A, VII - 1 - B, VII - 1 - C, and VII - 1 - D to everyone. State that some trainees had these before the session and they filled them out based on their observations of the group. Ask these six trainees to share their observations of the behaviors with the group.

Reflection
5 Min.

6. Pose the question, "If you all had the discussion to do over again, how would you improve the communication?"

Generalizing
5 Min.

7. Ask if the ideas in Handout VII - 1 - D are clear to everyone. Ask if these skills would be useful when working with HCN's at your PCV placement.

8. In closing, ask that trainees apply the behaviors and skills brought up in the session in future training sessions and discussions.

Application & Summary
5 Min.

Give positive reinforcement to those trainees who exhibited positive group maintenance behavior, took oriented behavior, and listening behavior. And thank the six trainees who observed the group.

Materials:

.Handout VII - 1 - A: Group Maintenance Oriented Behavior Worksheet
.Handout VII - 1 - B: Task Oriented Behavior Worksheet
.Handout VII - 1 - C: Observer's Worksheet
.Handout VII - 1 - D: Task Oriented Behavior/Group Maintenance Oriented Behavior
.Handout VII - 1 - E: On U.S. Volunteers
.Handout VII - 1 - F: Communication Skills: Self Rating Form

Trainer Notes:

1. This session calls for a lot of work before the session starts, contacting six trainees and getting handouts to them.

2. Confer with other trainers for possible discussion starters (to take the place of Handout VII - 1 - E: On U.S. Volunteers). Another Handout could be substituted, or another issue that has come up in training could be discussed. For example, discussion topics could be:

   -Use of chemical insecticide to control insect pests is better than non-chemical control methods.

   -The future castration of the little piglets and goats by trainees is a needed training activity.

   -Slaughtering rabbits, chickens, pigs, goats, for Livestock sessions and to do post mortems by trainees is a worthwhile learning experience.

   -Critical incidents between community members and trainees, e.g., local football players living on the same dorm floor as trainees and playing loud music all the time, or local gays approaching trainees in a shower.

3. The trainer may wish to read pp. 164-175 from J.D. Ingall's A Trainer's Guide to Andragogy for ideas and background information.

DECISION MAKING

Time: 1 hr. 50 min.

Goals:

1. To choose a type of decision and then make one in a group decision-making process.
2. Identify the steps in a decision-making process.

Overview:

This activity builds on the preceeding Communications session #1, in which the group dealt with harmonizing, gate-keeping, compromising, and other group interaction skills. The trainees recall previous decisions, and the characteristics of those experiences. Through handouts and a small group of decision-making exercises trainees learn about decision-making blocks, and different types of decisions available to trainees as facilitator's tools, and the different phases or steps involved in a group decision-making process.

The trainees are asked to practice decision making in future training activities.

Activities:

Time:

Recalling prior decisions 10 Min.

1. Ask trainees to identify what group decisions they have made already, e.g. how to share information from the community analysis and Live-In exercises, decision on what to do for the scale model demonstration (IV:4). "What types of decisions were they?" List types of decisions on board or flip chart. Ask "Did the group go through any steps or phases in making decisions?" Write down any suggested phases on a flip chart.

Handout and Session Goals 10 Min.

2. Distribute Handout VII - 2 - A: The Decision-Making Process and have trainees read it. Share goals of the session. If desired a lecturette could be prepared from the Handout and the trainer could present the main points instead of having trainees read them.

Forming small groups and choosing topic and leader 10 Min.

3. Post a list of issues to be decided. Ask trainees to form groups of 10-12, and choose a topic from the list that they would like to decide. Ask the group to choose a leader, a recorder, etc. Give the leader Handout VII - 2 - B: Observation Sheet for Decision Making and Handout

VII - 2 - C: A Group Decision-Making Model, and ask them or someone in the group to record their observations of the group on the observation sheet. Mention that the groups will have 35 minutes to reach a decision.

The list of issues could include:

-What can we do to help organize the Live-In activity?

-What T-Shirt design does the group want to commemorate training?

Ask if there are any questions.

Small group decision 40 Min.	4. Small groups make decisions. Circulate among the small groups, making observations of the phases in the decision-making process that the groups are going through.
Distribute handouts 10 Min.	5. Reform large groups. Distribute Handouts VII - 2 - B and VII - 2 - C to rest of the group. Allow time for trainees to read them.
Sharing of observations 15 Min.	6. Ask the group to share decisions made, and what type of decision it was. Ask process observers to share their observations of blocks and facilitating roles played in the group. Trainer adds her/his observations.
Review phases 10 Min.	7. Ask what phases the group went through. Do they correspond to the phases described in the Handouts? Or to the phases you identified in step 1? (refer to flip chart posted with suggested phases).
Review goals 5 Min.	8. Ask trainees if this session met its goals. In closing, summarize the blocks to decision making, and the types of decisions available to trainees as extension work tools. In subsequent group activities, the trainees can practice these facilitating group work skills, so that they can help groups of farmers reach decisions.

Materials:

.Flip chart of suggested phases, step #1.
.Handout VII - 2 - A: The Decision-Making Process
.A list of issues to be decided, step #3
.Handout VII - 2 - B: Observation Sheet for Decision Making
.Handout VII - 2 - C: A Group Decision-Making Model

Trainer Notes:

1. The "Types of Decision" list at step #1 could include:

    -Appoint a dictator

    -Majority vote

    -2/3 majority vote

    -Consensus meeting

    -Delegating to a committee

    -Let everybody decide on their own

2. The information contained in Handout VII - 2 - A: The Decision-Making Process can be presented to trainees either as a reading or a lecturette, depending on the style of the trainer and the group.

3. Solicit from other trainers topics or issues that could be decided by trainee. These topies can be put on the list of issues presented to trainees in Step #3.

Resources: The Handouts for this session are from *A Trainer's Guide To Andragogy, Its Concepts, Experience, and Application*, Revised Edition, May, 1973, by John D. Ingalls, from U.S. Government Printing Office, Washington, D.C. 20402, Stock Number 017-061-00033-0. (In 1979, the cost was about $4.00). Of particular interest will be pp. 38-44, and pp. 140-146.

ORGANIZING SKILLS

Time: 2 hr.

Goals:

1. To identify examples of people acting according to their personal interest, and of selecting and training leaders.
2. To practice the skill of identifying a person's main personal interest.
3. To identify leadership functions and steps in training a leader while decreasing dependence on the organizer.
4. To draw up a skill transfer timeline.

Overview:

This session is divided into two parts: the first part examines personal interest and how you find out what it is. After a reading, the trainees play a game of asking farmers what their personal interest is. This game should be fun.

The second part of the session explores transferring responsibility to local leaders.After a reading, trainees are asked to become aware of the transfer of responsibility going on in the training. Then they draw up a timeline showing when they would transfer leadership functions to local leaders at their placements.

Activities:

Time:

Introduction
5 Min.

1. State goals and review activities of the session.

Handout
5 Min.

2. Distribute Handout VII - 3 - A: Personal Interest. Ask trainees to read it.

Examples of self interest
5 Min.

3. Ask if there are any questions about the handout. "Have you ever seen people acting according to their personal interest? Amongst yourselves, on the Live-In ...?" "Now we're going to practice finding out someone's personal interest."

Introduction
of Personal
Interest
Game
15 Min.

4. Introduce the "Personal Interest Game". In this game we put a distinguished panel of extension workers against typical farmers. The object: Through questions and guesses the panel determines the personal interest of the farmer, e.g., "Is anyone most interested in getting enough money to buy a radio?"

If the panelist guesses the farmers' personal interest the panelist receives a culturally appropriate prize, e.g., a kola nut in West Africa.

Trainers play farmers and get a brief description of their main personal interest before the session. Typical descriptions could be:

> "You, Foday Osman, are interested in being thought of as a head farmer like your brother in the next village."
>
> "You, Nancy Kee-Pao, wish you didn't have to spend three hours a day getting firewood instead you would like to devote more time to your crafts that you sell to get your children's school fees."
>
> "You, Miguel Hernandez, are interested in going along with what the local priest says".

The game works by each panelist asking a question in turn. If a personal interest is guessed, then a new farmer comes up to be quizzed. Similarly, new trainees to be panel members can be brought in at this time.

If appropriate, after trainers have role played being the farmer a few times, trainees can receive the personal interest description, and try their hand at being a farmer.

Ask if there are any questions before starting. Solicit five trainees to be panelists.

Personal
Interest Game
30 Min.

5. Play the "Personal Interest Game".

Break
10 Min.

6. In announcing the break, ask trainees to reflect on Handout III - 2 - B: A Peace Corps Extension Worker.

Linking
personal
interest to
transferring
responsibility
5 Min.

7. Ask how easy it was to determine someone's self interest? Comment on the diversity and number of personal interests brought up by the game.

Ask trainees to remember Handout III - 2 - B: A Peace Corps Extension Worker. "Did the PCV in the narrative identify farmers' personal interests? What did she do with this information?" Bring out that she used personal interest as the motivation and key to transferring responsibility.

List
leadership
roles and
functions
10 Min.

8. Ask trainees what leadership roles they expect to fill at their posts. List these on a flipchart. (Refer to Handout IV - 2 - A: Extension Worker Roles and Their Implication for Ideas).

Ask "What leadership functions are involved in each role?" List these next to their corresponding role on the flipchart.

Finally, ask how trainees would transfer their leadership functions to counterparts or local leaders? State that drawing up a skill transfer time is a useful technique.

Skill
Transfer
Timeline
15 Min.

9. Ask if the trainer has transferred skills to trainees in the training program. Share examples or skill transfer from the program.

.Uncover the following trainer-trainee skill transfer time-line written on a flipchart. (For a 6 week program)

1st week: Trainees learn about skills and needs of the group.

2nd week: Energetic trainees help trainer organize the resource center (or library) for other trainees. Trainees help in logistic arrangements for the Live-In and Extension Worker Visit.

3rd week: Precocious trainees lead small group discussions. The fours is to build up their skills to the point where they can run an activity on their own.

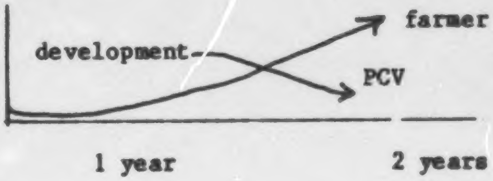
4th week: Precocious trainees serve as training assistants for extension and tech sessions in which they have expertise (e.g., health and nutrition). Tasks are handed over to trainees, e.g., planning Community Meetings Evaluation Meetings, Field Day, shopping trips and social events.

5th & 6th week: Trainees lead activities they have volunteered for, while trainer fills advisory role.

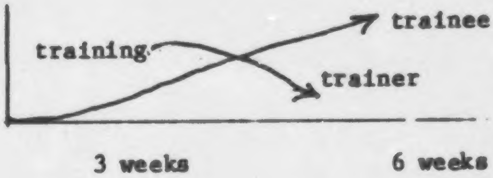
10. Ask trainees to draw up a skill transfer timeline for the leadership functions listed on the board in step #8.

Summary 15 Min. 11. Check the trainees skill transfer timelines. Share the following graphical representations of skill transfer on a flipchart.

Responsibility For Work



Responsibiliity For Learning



12. Mention that in addition to "working oneself out of a job", the aim of a PCV is to put into practice the taoist idea of actively doing nothing. That is that the PCV, as local people can take on more responsibility, actively starts transferring more responsibility to them until the PCV might seem to be doing nothing (from an outsiders' point of view). While in truth, the PCV is working hard ensuring that he/she does not take any responsibility that could be handled by local people. Refer to the different helping styles mentioned in session #4: Skill Group II. Ask a trainee to summarize what they accomplished in the session.

Ask a trainee to summarize what they accomplished in the session.

Distribute Handout VII - 3 - B: Transferring Responsibility. For later reading.

Materials:

- .Handout VII - 3 - A: Personal Interest
- .Prizes for the Personal Interest Game (step #5)
- .Descriptions of a farmers' personal interest (given to trainees before the session).
- .Long table for panel of extension workers.
- .Flipcharts for leadership roles, functions (step #8)
- .Flipchart with skill transfer timeline on it (step #9)
- .Flipchart with graphical representation of training/development skill transfer (step #11)
- .Handout VII - 3 - B: Transferring Responsibility

Trainer Notes:

1. For step #4-5, make up enough appropriate personal interest descriptions for typical farmers before the session, and give them to ~~the~~ trainers who will be role playing the first farmers.

   The Personal Interest Game can be good entertainment. The more hams around, the better.

   Determine a culturely appropriate prize for the Personal Interest game.

2. A different way to place the Personal Interest game is to ask each trainee to think of a personal interest that they observed a local farmer to have (from the Community Analysis exercise Live-In, or Extension Worker Visit), and which is a reason to farm and a reason for either adopting or not adopting agricultural innovations. After trainees have all thought of one, have them stand up. The trainer will then try to guess all the various kinds of personal interest she/he can, in rapid-fire fashion. The trainees are to sit down if the trainer mentions their personal interest. Another trainer or trainee can be writing all the personal interests cited on a blackboard or flipchart. The object thus is for the trainer to have everyone sit down, while the trainees think of different personal interests that stump the trainer. This form of the "Personal Interest Game" need take no longer than 20 minutes, when the trainer has gussed all or a majority of the personal interests (of steps #4-5).

3. Adapt the trainer-trainees Skill Transfer graph (the trainee-trainer graph-step #11) to the number of weeks in the training program.

4. This session can be cross referenced to session #4: WORKING WITH OTHERS: HELPING (Skill Group III), since both talk about how to work with counterparts and local people. The two sessions could be combined if necessary.

PROBLEM SOLVING

Time: 2 hrs.

Goals:

1. To identify steps in a problem-solving process, including task breakdown, assessing resources, motivation, planning, implementation, and evaluation.

2. To practice the skill of breaking problems down to specific realizable tasks.

3. To identify planning techniques.

4. To link personal interest to the motivation step of problem solving.

Overview:

A Handout on Problem Solving is distributed, after which trainees split into three groups, addressing problems presented in Handouts. The solutions and plans the trainees come up with are then compared to the model of problem solving presented in a handout. The various steps in the model are explained in a dialogue/lecturette fashion. A final handout is presented as a future reference.

Activities:

Time:

Introduction
10 Min.

1. Introduce Problem Solving as a method of getting things done. To learn about problem solving we'll break the concept down into smaller steps. In a similar fashion, when we address problems we will explore ways to break the problems down into smaller steps. Ask what problems have been solved so far in the program. How were they solved? Did it involve planning? What planning techniques were used? Get trainees to share ideas on problem solving. Refer to problems identified in Skill Group IV's Session #2: REFLECTING AND GENERALIZING FROM THE EXTENSION WORKER VISIT (Step # 7).

Read Handout
10 Min.

2. Distribute Handout VII - 4 - A: Problem Solving and have trainees read it.

Orientation to the Small Problem Solving Exercise
10 Min.

3. Ask the group to split into three smaller groups for a problem solving exercise. Ask each group to organize itself to solve their problem. State that small groups will have 30 minutes to work with their problem.

State that each small group could deal with the following questions:

-What is the problem?
-Why?
-Causes?
-Possible solution?
-How would you implement your solution?

Ask if there are any questions.

Distribute Handout VII - 4 - B to the first group, Handout VII - 4 - C to the second group, Handout VII - 4 - D to the third group, or choose a problem identified on the Extension Worker Visit (Session #2, Skill Group IV).

Small Group Work
30 Min.

4. Small groups work with their problems.

Large Group Sharing
15 Min.

5. Reform large group. Ask small groups to share their results:

-Problem.
-Analysis (why?)
-Solution.
-Implementation.

Draw out the common elements of each small groups' approach. Ask if the differences in the amount of information presented in the handouts affected their plans.

Task formulation step
10 Min.

6. By engaging in dialogue with trainees, clarify each step in a problem solving process and make sure they understand what is involved in each step.

Steps to be covered and related to the trainees' own small group problem solving approaches are lettered below:

A. TASK FORMULATION: Perhaps trainees could break down what happened in joining Peace Corps and getting to the training site. Joining Peace Corps may seem like a long complicated accomplishment. But let us break down this big task into small ones and stroll down memory lane: What did you do? Possible task formulations include:

- Back before Peace Corps entered your life you wanted to go abroad/make money/help people/quit your job--A lot of reasons
- You thought about different ways of doing those things.
- Found out info on Peace Corps and other things.
- Found out specifics on programmes.
- Researched the countries.
- Peace Corps sent a packet of tasks.
- Had times and places and what to do - doctor, dentist, finger prints.
- Talked it over with family and friends, etc.
- Decided what to do.
- Got rid of your apartment and dog and all your canned beans.
- Took your extra clothes to your parents' house.
- Got shots.
- Plane ticket.
- Visited friends and family.
- Went to staging.

Assessment
Step
5 Min.

B. ASSESSMENT OF RESOURCES/ANALYSIS: "How to do an assessment of the resources around that can help you solve a problem?" Use Community Analysis Skills.

Motivation
Step
5 Min.

C. MOTIVATION: involves farmers' personal interest. The Personal Interests or levers of power in one West African culture were the following, in the order of increasing power or ability to move people:

- being right (this is the least effective lever of power)
- flattery
- friendship
- bribery
- begging
- secret society
- family ties (This is the most effective lever of power)

Planning
Techniques
10 Min.

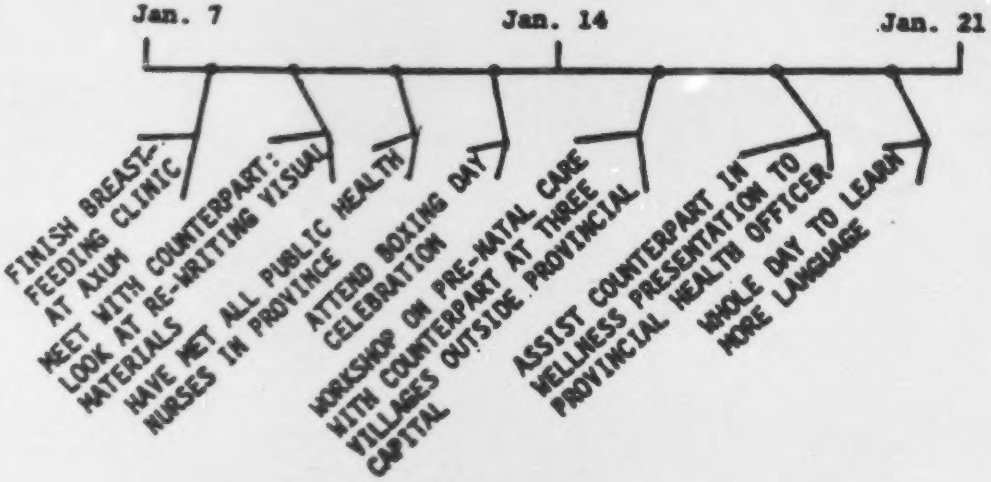
D. PLANNING: possible techniques include--

Task List, as in the following

Task	Who	When	Where	Resources
Plant vegies	Adams & I	Friday, A.M.	Behind School	Seed Fertilizer Hoe Line Instruction

Timeline

-A timeline is aimed at providing one with a single plan of when things should be done or accomplished. Here is an example from a health extension volunteer's two week timeline:


Jan. 7
Jan. 14
Jan. 21
FINISH BREAST-FEEDING CLINIC AT AXUM
MEET WITH COUNTERPART: LOOK AT RE-WRITING VISUAL MATERIALS
HAVE MET ALL PUBLIC HEALTH NURSES IN PROVINCE
ATTEND BOXING DAY CELEBRATION
WORKSHOP ON PRE-NATAL CARE WITH COUNTERPART AT THREE VILLAGES OUTSIDE PROVINCIAL CAPITAL
ASSIST COUNTERPART IN WELLNESS PRESENTATION TO PROVINCIAL HEALTH OFFICER
WHOLE DAY TO LEARN MORE LANGUAGE

-A timeline does not have to be elaborate, and the level of detail will differ from person to person. One only finds the right level of detail after trying it a few times.

Contingency planning: This technique allows one to think of alternatives if plans don't proceed as they are supposed to. An example follows:

"I'm going to give an essay exam in my eighth grade English class. So far, the school doesn't have an adequate supply of paper, not enough for the four pages per student I will need. It is supposed to come Friday, and the test is Monday. What if it doesn't come?"

Contingency plan--

"Do a multiple choice test on the one page per student paper I already have.

Ask the students to write answers out on their own paper supply.

Buy the paper myself in the capital city.

Find out if any other teachers have spare exam paper."

A contingency plan obviously does not have to be written, although many people find that writing contingencies down helps to sort out the better alternative.

Last Steps
5 Min.

E. IMPLEMENTATION, EVALUATION: These steps involve carrying out the planning tasks along the timeline, with contingencies as needed, constantly checking if things are turning out as planned.

Feedback
5 Min.

7. Ask trainees' feedback on these problem-solving steps. Are they clear? Mention future training activities in which trainees will be able to use problem-solving techniques.

Distribute Handout VII - 4 - E: Management. State that this reading is for future reference, and goes into planning detail to a much greater extent than this session.

Materials:

.Flipchart with goals of the session on it (step 1)
.Flipchart of discussion questions (step 3)
.Handout VII - 4 - A: Problem Solving
.Handout VII - 4 - B: Patty Peace Corps
.Handout VII - 4 - C: Situation
.Handout VII - 4 - D: Case Study of a Head Bund
.Flipchart with the task list, timeline, and contingency planning techniques diagrammed on them (step 6D).
.Handout VII - 4 - E: Management

Trainer Notes:

1. Problems more timely and appropriate to the training program should be substituted for the problems presented in Handouts VII - 4 - B, VII - 4 - C and VII - 4 - D. The more realistic and here-and-now the problems, the better.

A more realistic problem for Task Breakdown could be substituted for step #6. Such problems could be identified by the Extension difficulties group in session #2: REFLECTING AND GENERALIZING FROM THE EXTENSION WORKER VISIT (Skill Group IV), specifically in step #7.

Resources: Parts of this lesson plan were adapted from The Role of the Volunteer in Development: A Training Manual, OPTC, December, 1981, Core Curriculum Training Materials, available from I.C.E., pages 125-134 may give added insight to this session

ORGANIZING FARMERS' ORGANIZATIONS

Time: 1 hr. 55 min.

Goals:

1. To share experiences with farmers' organizations.

2. To identify:

   .What the Farmer can gain from joining together to form an organization.

   .The steps that lead to the formation of a farmers organization.

   .The roles of a PCV in the skill transfer process.

Overview: This session uses the panel discussion format to share experiences with farmers' organizations. Linkage is made with earlier related sessions, and trainees prior experiences with farms and organizations are solicited. The sharing of information orally in this session isa change of pace with other extension sessions. This can be pointed out to trainees going to oral cultures.

Activities:

Introductory Lecturette 15 Min.

1. Ask trainees to recall earlier sessions #4: PROBLEM SOLVING and #9: FIELD DAY PLANNING MEETING (in Skill Group IV) "Remember that problem-solving involved determining the little tasks that are part of the solution and then organizing people to accomplish the small realizable tasks. Organizing a community meeting was just problem solving on a larger scale, in which there was a big common problem that needed many people working together to arrive at a solution. Hence, the reason for coming together in a meeting was the big problem.

   Well, today we explore a larger form of organizing a farmers meeting--organizing a farmers organization. The problems that were being solved in meetings became recurrent (e.g., yearly demands for fertilizer).

   Hence, meetings started being held semi-regularly, leading to the suggestion that the farmers make the meeting process formal and start an organization to help solve their recurrent problems.

In a nutshell we have just outlined the relationship between problem solving and organizing meetings to organizing organizations. Any questions?"

2. State goals of session and give an overview of what will happen.

I.C.E.
Cooperatives
Packet
5 Min.

3. Show trainees the I.C.E. publication, p. 5: Cooperatives. This packet available from Peace Corps Washington. State that this source offers greater depth and detail on cooperatives than this particular session.

Prior
Experiences
15 Min.

4. Ask trainees to share their prior experiences with farmers organizations (4-H, FFA, Cooperatives) and what they learned about local organization in the Community Analysis exercises during training.

Introduce
Panel
Discussion
5 Min.

5. Introduce the next step, which is a panel of trainees and local people who have organized farmers' organizations. They will answer questions on their experiences. State that there are about nine questions which will be posed by the moderator, starting with sharing basic information about organizations. Then, there will be a break, before opening up to any questions from trainees. Any questions about what is going to happen?

Panel
Discussion
20 Min.

6. Moderator asks panel members questions (posted on newsprint)

   -What types of organizations did you work with?

   -How did the organization you work with get started? What are the goals of the organization?

   -What role do you play in the organization?

   -Describe the leader(s) of the organization you work with? How would you explain your relationship with the leader(s). Are you "developing" the leadership?

Break
10 Min.

7. Break. Think of an energizer.

Energizer
5 Min.

8. Do an energizer.

Panel
Discussion
Continued
35 Min.

9. Panel continues answering questions from the list on a flipchart.

   -What did the farmers get out of joining or forming your organization?

-How are decisions made in the organization?
-Who could call a meeting and who would run it?
-What types of projects have the organization taken on? Have they been successful? Why or why not?
-What is the greatest problem you had in working with the organization?
-Moderator opens the discussion for questions from the trainees.

Summary
5 Min.

10. Ask a trainee to summarize the points that were brought out about working with farmers organizations, and the connection between problem solving, organizing meetings, and organizing farmers' organization.

11. In parting, ask trainees "Have we formed a farmers' organization here at the training site?" . . . (of Peace Corps Trainees and Trainees?)

Materials:

.Flipchart with session goals.
.I.C.E.'s publication, p. 5: Cooperatives
.Flipcharts with questions for the panel on farmers organization. (Step #6)

Trainer Notes:

1. Pick a pleasant place for this panel discussion, perhaps outside or away from the usual training classroom setting.

2. This discussion affords all staff members a chance to share their experiences in a common format and integrated way. Gear stories and comments to the host country of the trainees as much as possible. Proverbs and traditional speech patterns would be interesting. Impromptu role plays should be encouraged. Get the list of questions to panel members a day or two before the session, so they can start thinking of concise answers.

3. Invite local community people with relevant experiences to participate in this session also.

4. If trainees have relevant experiences, include them on the panel. Certainly a trainee would be able to be the moderator of the panel discussion.

5. If trainees ask for more time to be spent on this topic (e.g., their TAC sheet specifies working primarily with coops), the last five minutes of step nine could be used to brainstorm remaining questions that trainees want answered. Then the trainer and experienced trainees could develop further sessions on farmers' organizations.

6. Stress that farmers organization can take many forms:

-4-H

-Young farmers clubs

-Women's organizations

LAST RITES

Time: 2 hrs.

Goals:

1. To review and reflect upon the experiences had by all in the training program.
2. To generalize on the experience and indicate different and/or better ways of training.
3. To share highlights and low points of the program.
4. To say fare-thee-wells.

Overview:

This is the last extension component session. Trainees are asked to lead the session, decide what to do in this session (either follow or amend a proposed agenda), and to remember back to what they have experienced in the program. Their expectations of the training are recalled, and self assessment forms retaken and compared to earlier ones. The group is asked to share their highs and lows to identify the training strategies used in the program, and to come up with recommendations on how to do the training better in the future. Finally, the trainer presents some parting words, and a traditional good-bye ceremony is enacted.

Activities:

Time:

Introduction
10 Min.

1. Introduce the session as the last extension component activity. State goals of the session.
2. Have the trainees choose a session leader/facilitator.

Present
Agenda for
Approval
10 Min.

3. Facilitator presents an Agenda for Adoption/Amendment by the group.

Possible Agenda

A. (10 min) Review overall goals of the program and trainee expectations.

B. (10 min) Fill out Handout VIII - 1 - F: Communication Skills: Self Rating Form, compare it to your already completed form.

C. (15 min) Share highlights and low points of the program.

D. (15 min) Identify the training strategy used in the Training Program.

E. (20 min) How would you do Agricultural Extension Worker Training?

Follow Agenda 70 Min. 4. Follow the "Possible Agenda" or an Amended Agenda proposed by the trainees.

In Step A, the expectations identified in Skill Group I's Session #1: INTRODUCTION TO TRAINING: AN ICE BREAKER and Skill Group II's Session #2 SKILL NEEDS AND RESOURCES can be reviewed.

In Step B, Handout VII - 1 - F: Communication Skills: Self Rating Form is filled out again. The original forms filled out in Skill Group VII's Session #1: COMMUNICATION SKILLS can now be shared with the trainees.

In Step D, points to be covered include:

.Why did we process things so much? (Bring ideas, feelings, skills to the level of awareness.)

.Why did we use the experiential model? (This is a way Third World Farmers can learn.)

.Why haven't we asked you to take a list of notes from extension component sessions? (Because many farmers do not learn by note taking. In such oral cultures, how do farmers learn?

-Repetition

-Dramatization (such as role plays, story telling, etc.)

A timeline showing transferral of responsibility to trainees up on a flipchart can be shared with trainees, accentuated by the fact that trainees are running this session. An example of a timeline for a six weeks program is:

1st week: Trainees learn about needs and skills of the group.

2nd week: Energetic trainees help trainer organize the resource center (or library) for other trainees. trainees help arrange transport for Live-In.

3rd week: Precocious trainees lead small group discussions. The main focus is to build up their skills to the point where they can run an activity on their own.

4th week: Precocious trainees serve as training assistants for extension and tech sessions in which they have expertise (e.g., health and nutrition). Tasks are handed over to trainees, e.g., planning community meetings, evaluation meetings, the Field Day, shopping trips and social events.

5th & 6th weeks: Trainees lead activities they have volunteered for, while trainer fills advisory role.

Reshare the graph, charting increasing capability on the part of trainees (or farmers) while trainer (or PCV) decreases direct involvement over a six week (or two year) period from Step 11, Session #3: "Organizing Skills" (Skill Group VII).

Trainers Final Words 10 Min.

5. Trainer re-assumes lead of the session. Shares what he/she learned from the trainees during the program. The final training report can be shared with trainees if appropriate, as a form of feedback to the trainees on how they have done.

6. Thank trainees who have worked a lot in the Extension Component.

7. Ask if there's anything left unsaid that anyone in the group wants to express.

Fare-thee-well 15 Min.

8. A traditional send-off or bon voyage ceremony could be done. For example, for West African people, pouring a libation. The trainees may have their own ideas for a parting ceremony/games. Solicit them.

Materials:

.Flipchart with session goals. (Step #1)
.Flipchart with the Possible Agenda Written on it (Step #3).

- Flipcharts from Skill Group I's Session #1. INTRODUCTION TO TRAINING: AN ICE BREAKER and Skill Group II's Session #2 SKILL NEEDS AND RESOURCES with trainees' expectations of the training program on them.
- Handout VII - 1 - F: Communication Skills, A Self Rating Form to each trainee.
- A flipchart with the Time-Line for Transferring Responsibility to trainees posted in step # 4-D
- A flipchart with graphs from Step #11 Session #3 (Skill Group VII) "ORGANIZING SKILLS" posted in step 4-D.
- Supplies for a traditional send-off, e.g. for a West African libation--traditional beverages.

Trainer Notes:

1. It is important that trainees facilitate the greater part of this session, (except for steps 5-8). The trainer should contact a trainee for this role before the session.

2. Flipcharts from previous sessions can be posted around to bring back memories of the various sessions.

3. Replaying of tapes and music used in sessions could also beappropriate.

4. This session could also be incorporated into a fare-thee-well to the community if desired.

5. If trainees had gardens with plentiful produce, or many animals, the group can be asked how to share the produce with the community.

CHAPTER III: EXTENSION RESOURCES
(Handouts and Reprints)

Each handout is referenced in the Session Plan in which it is to be used. See Chapter II for Session Plans.

Each handout has a three-part reference number in the upper right hand corner of each page. Look at one handout while reading this explanation of the numbering system. The first part of the reference number indicates the Skill Group (I, II, etc.), and the second part indicates the Session Plan number (1, 2, etc.). The third part of the handout reference number is a letter (A, B, etc.) which indicates the order in which the handout is to be used in the Session Plan. For example, "Handout III-1-B" means this handout is in Skill Group III (DEVELOPMENT), is attached to session #1 (Introduction to Development), and is the second handout attached to that session plan.

Thus, the numbering system for handouts is:

Skill Group Roman Numeral - Session Number - Sequence Letter

Skill Group I: INTRODUCTION

Skill Group II: COMMUNITY ANALYSIS

Session 3: Community Analysis Methods and Strategies

II-3-A: Information Gathering Strategy

Session 8: Independent Research of I.C.E. Resources

Skill Group III: DEVELOPMENT

Session 1: Introduction to Development

III-1-A: Foreign Volunteer Services: A Host National Perspective
III-1-B: Assumptions About Development

Session 2: Development Work

III-2-A: Case Study
III-2-B: A Peace Corps Agriculture Extension Worker
III-2-C: Questions for Discussion: Assumptions
III-2-D: Effects of Project
III-2-E: Different Approaches

Session 3: Women In Development

III-3-A: The Adverse Impact of Development On Women
III-3-B: Cross Cultural Attitudes
III-3-C: Women of the World: The Facts

Session 4: Working With Others: Helping

III-4-A: Working Style Inventory

Skill Group IV: AGRICULTURAL EXTENSION

Session 1: Orientation and Extension Worker Visit

IV-1-A: Agriculture Extension

Session 2: Reflecting and Generalizing From The Extension Worker Visit

IV-2-A: Extension Worker Roles and Their Implications
IV-2-B: Extension, Training, and Dialogue: A New Approach for Tanzania

Session 3: Reaching Small Farmers

IV-3-A: Reaching Small Farmers (Role Play)
IV-3-B: Extension Guidelines

Session 5: Result Demonstrations

IV-5-A: The Result Demo Plot As An Extension Tool

Session 6: Method Demonstrations

IV-6-A: The Use of the Method Demonstration As a Teaching Device

Session 7: Farmer Learning Styles

IV-7-A: Participative and Directive Training Styles

Session 9: Field Day Planning Meeting

IV-9-A: Meetings

Session 11: Field Day

IV-11-A: Field Day Checklist

Session 12: The Extension System And Institution Building

IV-12-A: Working Within The System

Skill Group V: HEALTH

Session 1: Diseases and Agents of Disease

V-1-A: List of Major Diseases and Their Geographical Areas of Endemicity

Session 2: Practical Skills for Health Maintenance

V-2-A: Mini-Workshops (Summary of needed Materials)
V-2-B: Guidelines for Purifying Water

V-2-C: Basic Guidelines for Personal and Dental Health
V-2-D: Basic Information Concerning Solid Waste and Excreta Disposal
V-2-E: Guidelines for Assuring Foods are Clean
V-2-F: Basic Handout on Immunization
V-2-G: Antibody Creation

Session 3: Basic Nutrition Concepts

V-3-A: Description of the Three Main Food Groups
V-3-B: Requirements, Tables, and lists of Nutrients and Foods

Skill Group VI: COMMUNITY ADAPTATION

Session 1: Personal Support With Stabilizers

VI-1-A: Personal Stabilizers

Session 3: Dealing with Ambiguity

VI-1-A: Case Situation #1

Skill Group VII: COMMUNITY ORGANIZING

Session 1: Community Skills

VII-1-A: Group Maintenance Oriented Behavior Worksheet
VII-1-B: Task Oriented Behavior Worksheet
VII-1-C: Observer's Worksheet
VII-1-D: Task Oriented Behavior/Group Maintenance Oriented Behavior
VII-1-E: On U.S. Volunteers
VII-1-F: Communication Skills: Self-Rating Form

Session 2: Decision-Making

VII-2-A: The Decision-Making Process
VII-2-B: Observation Sheet for Decision Making
VII-2-C: A Group Decision-Making Model

Session 3: Organizing Skills

VII-2-A: Personal Interest
VII-2-B: Transferring Responsibility

Session 4: Problem Solving

VII-4-A: Problem Solving
VII-4-B: Patty Peace Corps
VII-4-C: Situation
VII-4-D: Case Study of a Head Bund
VII-4-E: Management

Skill Group VIII: CLOSURE

INFORMATION GATHERING STRATEGY

Here is a procedure you may wish to follow in developing your team information gathering strategy:

1. Decide which questions the team considers to be the most important.

2. Consider ways of using the skills and experience of your team members most effectively.

3. Decide whether you will work individually, in pairs or as a team.

4. Look at varying approaches to information gathering and select methods which seem most appropriate. For example:

    - .Observation
    - .Interviews
    - .Review of written material
    - .Asking questions
    - .Flow analysis (sitting in one place and watching what goes on)

5. Develop an approach to validating your information through information filtering.

6. Decide whether or not it would be appropriate to meet at a certain point during the actual information gathering process to revise or modify your strategy.

7. Decide how information will be recorded on the wall size community map.

FOREIGN VOLUNTEER SERVICES: A HOST NATIONAL PERSPECTIVE

by Dor Bahadur Bista

EDITOR'S NOTE: Continuing our ongoing discussion of the role of voluntarism in development, the Program & Training Journal here presents a host country point of view. Among the important contributions of the foreign volunteers in his country, Nepal. Mr. Dor Bahadur Bista mentions the example the volunteers set as embodiments of human dignity, equality, and concern for others. It is better, he suggests, to choose volunteers for their qualifications as outstanding human beings than for their qualifications as outstanding technicians. The points Mr. Bista sees as most important for planning a volunteer program are printed in boldface type.

"Foreign Volunteer Services: A Host National Perspective" is reprinted with permission from the Volunteer Gazette, *a journal published bimonthly in Nepal through contributions of the variety of international volunteer services centered in that country. THE AUTHOR: Dor Bahadur Bista is a social anthropologist, and is the author of several books, including* The Peoples of Nepal. *Currently the executive chairman of Nepal Punarbas Company (the resettlement program of Nepal), Mr. Bista has often served as a cross cultural trainer for Peace Corps.*

* * *

As representatives of the countries most advanced in material and educational aspects, youthful foreign volunteers with the spirit of adventure and a concern for humankind can help the peoples of less technically developed countries to develop technical skills and reasonable attitudes by broadening their horizon of knowledge.

Experience in Nepal has shown that money and materials alone cannot guarantee development—even if these were readily available. In Nepal, American, Swiss, German, and a few other friendly governments have been helping with money, material, and skilled foreign technicians for over a decade. This has influenced Nepal in numerous ways, but not all of them are positive. The Nepalis became ambitious and began not only to ask for more, but also, possibly, to depend too much on the foreign aid. Some began to blame the donor country for not giving as much aid as had been expected. Superficial styles of life became the preoccupation of the growing middle class in towns. Even though many good things were accomplished, a great deal of apparent waste and misuse of foreign aid resources could be seen—in a country where over 85 percent of the population lives on a subsistence-level, primitive agricultural economy.

Perhaps this happened because the Nepalese people were not correctly oriented, or perhaps because the various foreign aid agencies had too little knowledge of the actual situation in Nepal. But for whatever reason, this was the setting when the foreign volunteer agencies first appeared in Nepal.

The first volunteer groups in Nepal were an eye-opener to Nepalis: that even among westerners there were people who could carry their own loads, work with their hands, walk in simple clothes, live in simple Nepali rural houses, and eat the local food. What a tremendous achievement this was!

Of course, those volunteers were not welcomed, were not received and entertained by an enthusiastic crowd of cheerful Nepalis. The first volunteers were dreaded, suspected, watched twenty-four hours a day,

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teased and tried, jeered at and tested for their reactions, rebuffed in their work. A number of unpleasant things happened to them.

However, since they first came, the volunteers have become, to many Nepalis, an embodiment of human values like equality, human dignity, optimism, concern for others, recognition of and respect for different ways of living and thinking of people regardless of their culture and level of technology or economic development. It is, therefore, much more important to have a few better human beings than better technicians if it is not possible to combine the two together. It is not that a tangible job by the foreign volunteers will not be appreciated, but anything done to recognize the abilities and worth of the average Nepali farmers is worth so much more in the long run.

In many ways, it must be a thankless job for some foreign volunteers, for even though the majority of the Nepalis would feel grateful to the volunteers, few will be articulate in expressing this feeling. It is likely that some Nepalis who are articulate or outspoken could even be critical if the volunteers did not do their jobs in a technically competent way. There would be a few, as there are in every human society, who would look at everything in a very negative way. No less difficult is the job of staying out of the manipulations of political interest groups. But the large majority of the Nepalis would feel differently. They are not able to express their gratitude in clear terms. One has to understand them only by looking at them, not by listening to them.

THE VOLUNTEERS' DILEMMA

There is always a dilemma for foreign volunteers from one other point of view too. The requirements as judged from the level of the government and as judged from the people's level are very different. The assessment of the field situation made by the Central Government is sometimes not representative of the aspirations of the rural people. This certainly presents a problem to the agencies' administration.

The agencies' offices in Kathmandu have to deal with and satisfy the various government departments. But it would be almost criminal if the agencies had to absolutely surrender themselves to the will and design of the bureaucrats. Almost any bureaucracy has to be dealt with cautiously, and certainly a bureaucracy composed of the upper class, western educated, superficially westernized elites of a very backward country with little means of transport and communication between the capital and the rest of the country has to be dealt with as much care and alertness as possible.

Nepal has always had a steep social-political hierarchy. There has historically not been a real encouragement for any independent thinking, initiative, or responsibility by the majority of the people. Decisions have always been made by a small number of people at the top. The people never had the chance to develop confidence in themselves. The society cannot really develop and be able to hold its own unless it has a self-respecting population. That is why it is so important to let the people develop their own channels, institutions, skill and confidence while helping them to do a job, rather than having a foreign volunteer do all the chores, run errands for them, or become an influential agent between the government and the people.

TRAINING AND SELECTION

Some of the descriptive aspects of a country should be told during the training of the volunteers in order to make them aware of physical and cultural differences. But more important than that—trainees should be taught how to keep themselves alert and open-minded to different ways, beliefs, attitudes and other standards of life, and try to understand why certain things are done or not done by others. Trainees should be told a certain amount of "do's and don'ts". "Do's" so that they can move in the society with a certain amount of confidence in the beginning and will not have to be embarrassed on every occasion. But more important than that, they should learn that they will have to find out most of the things themselves. They should be told that they need not worry too much about questions such as when to take off their shoes and which way to turn their feet up, etc. Certainly these things are useful to learn but the focus should never be turned from the important thing that *people are people* everywhere. After a certain amount of initial confusion and shyness, even the poorest Nepalis are capable of finding out who is a phony person and who is sincere in his efforts.

The foreign volunteers cannot afford to criticize everything by western standards, but neither does it really help to sympathize with the people to such an extreme as to defend and try to justify every weakness of the local people. The most effective volunteer, I would say, is the one who understands the host country weaknesses and helps the local people to understand these weaknesses by reasoning rather than by any tradition or imposition from above.

FOREIGN VOLUNTEERS AND DEVELOPMENT

If we are to accept that any country can develop

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only to the extent that its people develop, then we should concentrate more on developing the institutional processes ensuring the widest possible participation by the local people.

In spite of what the Nepali elite might say about the "fast developing Nepal," my own observation is that elites are generally upward oriented and therefore struggling to achieve economic goals without sufficient concern for the individuals who are sacrificed for prior decided economic development projects. Since the real beneficiaries of any economic achievement should be the large majority (which in Nepal would be the rural people), it is they who must achieve and maintain progressive attitudes. But this will not happen quickly under an authoritarian system since there is little dialogue between the authorities and the common rural people. This is where, I believe, foreign volunteer agencies could help because they are the only organizations whose workers (volunteers) have direct relationships with the people at the lowest level without any vested interest.

Foreign Volunteers can make the common people aware of the facts that there can be alternatives, that every individual human being has potential and that it is every person's right to aspire for a progressive future oriented life.

The volunteers do not have to go about lecturing the illiterate farmers as to how they could improve their lives. This can be done by constantly asking the right and the relevant questions. It would not be possible to list all the questions here, nor would it be possible to give a complete questionnaire even during training. However, it might be useful for trainers to give a few specimen questions in each field of activity in which foreign volunteers are involved. For example, in education, one could ask a man—why does he think schooling is good for his child? What does he think his child should learn from the school? How does he know that it is going to help the child? If he expects his son to be a white collar worker, would not everyone in the village want their children to be the same? If everybody became clerks who will produce grain? Who will look after the cattle? If there were no cattle where would milk and other products come from? etc.

In agriculture the questions would be, for example, why does he plant corn or rice every year? Why does he plant the same thing every year? Or if he has a variety why does not he think that there can be a few more worth trying? Has he tried the same type and exactly the same quantity of fertilizer every year? If he has ever experienced a slight change in any of these, why does he hesitate to try it this time? If he is not trying a grain which would bring him more yield but which he does not like to eat, the question could be put to him—has he really eaten exactly one and the same kind of food all his life? Has he ever had to try a thing repeatedly a few times before he began to like it? Why then does not he try the new thing which promises better yield, therefore better income?

The same thing could be done to help the people grow out of their superstitions. Of course this is a sensitive area and the questions have to be a sincere curiosity rather than prejudicial and condescending. If a Nepali feels he is attacked he will certainly feel defensive and shut himself off. But if approached well he might try to explain and find himself questioning some of it himself. He could very well say "What an ignorant American or German or Japanese; ha! ha!" But this could not hurt the volunteer in any sense. By playing a low key the volunteer appears less threatening and therefore more easily acceptable in the community. It is not necessary for any volunteer to try to establish himself as an authority.

The idea of specialization has not penetrated beyond a few highly educated people in Kathmandu, let alone the villagers. All of the villagers and a large percentage of the urban people live in a self sufficient economy with a preliterate, informal, educational system whereby every individual can become his own authority in everything. Respect for specialized professional discipline is entirely a western style and the volunteer should be taught this in full detail until he completely understands it by the end of the training program.

THE OBJECTIVE: COMMUNICATIONS

When we think of the program in this way it becomes imperative that we send only the best people and ensure their maximum contact with the local people. What programs they have to work with and how much material success they achieve becomes secondary. The main objective should be maximum communication between the volunteer and the villager.

I do not believe in crash programs when we are dealing with human values and cultural milieus. I would not make goodwill ambassadors of all foreign volunteers, telling everyone that all the Nepalis are the best and finest human beings in the world. But the foreign volunteers should be able to share the feelings, aspirations, and frustrations of the people; by virtue of their superior education they should be able to guide them (conceptually and administratively more than technically) to get organized and move ahead with confidence and optimism. What the volunteers do professionally—teaching science, organizing co-ops, or whatever—is only the framework.

My own participation in three Peace Corps train-

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ing programs for Nepal has convinced me that training can help us only to a point. The trainees have to have all the necessary background and qualities of a good volunteer before they come to the training site. Training certainly provides a large mass of information and technical skills; it polishes ideas. But it is only a speeding up process, not a creation of anything new. Here I would like to insert a Nepali expression which in effect says: "the more you forge a piece of gold the more varieties of ornaments are made. It is only when you hit the iron that the deadly weapons are turned out."

There are certain things that the trainees have to be told and made aware of during the training period. For example, they should be prepared for the eventuality of not being able to find the job as originally described.

Highly trained technicians often do not seem to have much patience with people because their focus of attention is on the mechanics of the technical job which makes it as an end in itself. For example, I knew one volunteer agriculture specialist working on a government farm. He was a very conscientious worker and was appreciated by some people. But since his contact with local people was confined within the farm, he had the most horrible opinion of Nepalis in general. Therefore, he was liked by agriculture technicians mostly. To my opinion a combine-harvester could have done as good a job as he did.

Granted, we do need technical people, skill, and projects. We should not at any cost, however, have the people lose their self-confidence and pride in themselves: above all, we must not lose the optimism that helps people to survive amidst scarcity and poverty.

I believe that there must be a way to arouse people into action and to make them aware of the things they are missing; to encourage them to ask questions of their fellow villagers, of government officials and of themselves without having them lose their self-respect, self-confidence and their natural charm. Therefore it seems sensible to have foreign volunteers work only in the areas where there is maximum contact and dealing with the maximum number of people.

NUMBER OF FOREIGN VOLUNTEERS

For effective, close relationships with the local people, a minimum number of volunteers in any given place or area is essential. The larger the number of volunteers the harder it is to make a breakthrough into a community.

There are two definite disadvantages in having a large number of Volunteers in any one place in Nepal.

1) Nepalis, in most cases, would be initially shy and reserved vis-a-vis the volunteers. They do not feel at home with foreigners very easily. So there can be only a superficial contact with them when they see volunteers move around in bunches.

2) The same thing would apply to the volunteers in some respects. If there are volunteer friends, they would naturally share their emotional, intellectual and social lives more with their fellow volunteers than with the Nepalis in the locality. The constant presence of volunteers grouping together does not encourage the cross-cultural communication either in the volunteers or in the villagers. Rather it imposes a weight upon the people and makes them feel humble. Volunteers lose or never develop interest, and tend to become inaccessible to the local people.

The attitude of the poor of developing countries toward the rich may be different from that of the poor in advanced countries. In any case, in many developing countries the rich are seen as direct threats, as potential exploiters of the poor and therefore weaker people. The presence of a prosperous-appearing person is by no means a welcome thing in rural Nepal; a foreign volunteer may not be welcomed by local people and local political workers even though the Central Government may have assigned him to serve in that area. Therefore, as a rule of thumb, foreign volunteers should be so placed that it requires a real effort for two of them to get together, to encourage them to work directly—and exclusively—with the community. A "real effort" in Nepal could be defined as a two-day walking distance in the hills, or a one-day journey in the terai.

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HANDOUT III - 1 - B

ASSUMPTIONS ABOUT DEVELOPMENT

1. A development worker should proceed with vegetable garden and school construction projects which meet people's 'real' needs, even though the needs they themselves feel and express may be different.

   Strongly disagree   Strongly agree
   1   2   3   4   5

2. A development worker's views should be responsive to the local people's expressed needs instead of the central government's, no matter what the difference may be.

   Strongly disagree   Strongly agree
   1   2   3   4   5

3. The world hunger situation mandates rapid change which can only be affected by using the best available agricultural technologies.

   Strongly disagree   Strongly agree
   1   2   3   4   5

4. It is more important to help develop local leadership, working with one or two people who will carry on, than to get a lot of project work done which depends on volunteer know-how and drive.

   Strongly disagree   Strongly agree
   1   2   3   4   5

5. The most effective volunteer is the one who understands his host country's weaknesses and helps the people to understand (them) by reasoning rather than any imposition from above.

   Strongly disagree   Strongly agree
   1   2   3   4   5

6. Providing ag and health education in schools is a more effective means of unlocking the seemingly hopeless developmental problems of the Third World than attempting to change adult attitudes and ideas which have been deeply ingrained through years of experience.

   Strongly disagree   Strongly agree
   1   2   3   4   5

CASE STUDY*

This is a three-year project which has been in operation two years. It has just been evaluated, and while the implementation is slightly behind schedule, the goals are being met.

Nevertheless, some disturbing information comes to light during the course of a visit to the project site by CARE staff. The Country Director and the Assistant Country Director discuss the matter and determine to find out what happened and how the project can be revised.

Details are contained in the following Project Description and the record of the discussion.

Project Description

In an effort to make more productive use of its resouces, the government is relocating people from overpopulated coastal regions to the interior, opening a new area which has been underpopulated, and which has great potential for agricultural production. CARE has been invited to participate in the Resettlement and Integrated Rural Development Program being planned and coordinated by the Rural Development Office. Also involved are the Ministries of Education, Health, Agriculture, and Public Works and Transportation. In addition, the Department of Cooperatives, the National Nutrition Planning Board, and the Provincial Government are involved.

The government has established a village, put in basic roads, and cleared the land. It has relocated landless peasants from the coastal areas and promises to deliver housing, potable water, land, and other agricultural inputs such as tools, equipment, seeds, fertilizer, training and extension services, and a school and health facilities. A production and marketing cooperative will be established, with credit facilities attached.

About 2,000 people/400 families are participating in the program in this phase. They are ethnically homogeneous, but are of a different group than the people which inhabit the region. However, there are no other settlements nearby the new village.

Water System

CARE will work with the Ministry of Public Works and Transportation to provide the village with water for household use. The project may be expanded to include irrigation systems after the initial phase of three years. CARE will provide the construction materials, technical assistance, and supervision, as well as food commodities for Food for Work. The community will provide the unskilled labor. The Ministry will supply the plans.

Another component of the project will be a sanitary education program to educate users on the relationship and importance of clean water to good health, the prevention of water-borne diseases, and the need for proper handling and disciplined water consumption. The Ministry of Health will supply two Community Health Aides to undertake the program.

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* Developed by Maryanne Dulansey, Consultants in Development, Inc., Washington, D.C.

Goals

Provide constant, readily-available supply of potable water to 400 families in the village.

Reduce incidence of water-borne diseases in the village.

Agriculture

The main economic activity of the settlers is agriculture. New crops such as soybeans will be introduced, as the land is especially well suited to such cultivation. A five-hectare plot of land will be given to each farmer, together with seeds, fertilizer, and tools. Short training courses will be held, and the Ministry of Agriculture will station extension agents in the area. It is expected that production will be very high, due to the fertility of the soil, the favorable climatic conditions, and the potential for multiple cropping, in addition to the improved technology which will be introduced. While the farmers will own their own plot of land, they will work cooperatively, in order to share equipment for land clearning and ploughing.

The Agricultural Marketing Board of the Ministry of Agriculture will market the soybeans; the Farmers' Cooperative will provide storage for corn and beans for local consumption, and will sell the surplus through the Marketing Board.

CARE will provide seeds, tools, and technical assistance to the Ministry of Agriculture, and give training courses for the officers and staff of the Farmers' Cooperative in bookkeeping and office management.

Goals

Improve the standard of living of small scale farmers and their families by increasing agricultural production.

Integrated Health Services

CARE will provide take-home food supplements and medical services to the pre-school aged children of mothers enrolled in the program. At the health clinic (which has already been built by the Provincial Government) information regarding improved nutrition, child care, and health practices as well as health services and family planning advice will be made available to 400 mothers. Their children will be recipients of free health care including deworming, immunizations against BCG, malaria, and smallpox. CARE will provide the food commodities and will develop the materials required for education and maintenance of the program, as well as the training for the Ministry of Health Community Health Aides assigned to the program.

Goals

Improve the nutritional and health status of pre-school children by providing food supplements and health care for the children and by improving the health care practices of mothers.

Promote participation in family planning program.

Staff Discussion

On a visit to the site of the Resettlement and Integrated Rural Development Program, the Assistant Country Director discovered that, although the evaluation of the program at the end of two years showed progress toward attainment of the goals, the project seemed to be having some adverse effects.

One of the problems had to do with the agricultural component. In the course of watching people work in the field, the CARE staff person noticed that they were women, and began to speak with them, learning that the arrangement of 5 hectare family plots was not satisfactory. Since the government was encouraging the growing of cash crops--soybeans--most of the farmers grew barely enough corn and beans--their traditional diet--for consumption. The settlement scheme does not provide for kitchen gardens, which the women traditionally kept for the raising of vegetables for family consumption and for the local market. The women had formerly been in charge of growing the food for the family, with the exception of the corn. However, that arrangement had been changed by the delivery of the agricultural inputs and services to the men in the resettlement program. The proceeds from marketing the crops were retained by the men. No wages were paid to the women, although they spend the greater part of the day working in the fields, especially during planting and harvesting times. Because more land was put under cultivation, the work load of the women was increased. Mechanization was provided for the clearing and ploughing portions but not the planting, weeding, and harvesting.

Because of the demand for increased labor in the types of work traditionally done by women, mothers were keeping their daughters from school so they could help them in the field.

Men were primarily engaged in construction projects, and spent even less time in the fields than they otherwise might have. They also participated in training courses and received the loans from the Farmers' Cooperative for purchase of improved seed and fertilizer.

Great dissatisfaction was expressed with the way in which the houses were being built. The women did not like the improved type of roof; they preferred the cooking arrangements to be outside the house; and they said the houses were "facing the wrong way."

In spite of good attendance rates at the clinic, it was noticed that the mothers were sending the preschool children with older children in order to get the food supplement. The mothers were not, however, receiving the nutrition, sanitation, and child care education.

The Community Health Aides who were charged with educating people about the proper use of water discovered that the women preferred to have community supply rather than have water piped to each four-house cluster. They still used the river for washing clothes, in spite of having water near their houses.

Women refused to boil the water, complaining that it would require more fuel to be gathered, for which they had no time. Besides, they said, if the water came from a pipe, it must be good.

The food storage program run by the Farmers' Cooperative was operating successfully. It was one way of controlling the production of food, and gathering statistics. Food waste was also sharply reduced, because fumigants were used, and good silo construction prevented rodent depredation. The women, though, did not "trust" the cooperative, and would keep supplies of food out of the harvest for home storage, as they had been accustomed to do.

The staff discussed these findings, and came to the conclusion that these situations had occurred because the planners failed to take into account the different roles which men and women played in the community. Although some of the goals of the projects were being met, the projects seemed to be having some adverse effects on development.

They attempt to list the erroneous assumptions made in the planning stages, discover what was actually happening, and redesign the projects so they would have better overall effect, and better impact. To do this, they worked with some of the government people involved in planning and implementation.

A PEACE CORPS AGRICULTURE EXTENSION WORKER

A Peace Corps Agriculture Extension Worker enters a village. She is received by the local authorities and the people of the village. These officials hold a meeting to welcome her and introduce her to the people. The worker speaks about herself, her purpose in coming to the village and her appreciation for the welcome. She asks the names of the local leaders in the village, and listens as each talks and the officials speak. The volunteer spends the next few weeks settling into her house, touring the town and its surroundings with a guide provided by local officials, arranging for a local language instructor, and slowly talking to each of the local leaders who had been identified at the meeting. She finds out as much as possible about each leader, and asks each one to do a small thing for her which has to do with local agricultural practices. For example, she asks one leader to show her his farm. She asks another to introduce her to the "best" farmer he knows. A third leader shows the volunteer where he stores his crops and seed, etc. In the course of this first few weeks, the extension worker puts together an initial picture of the general characteristics of the town, a profile of the local leaders and their interests, a list of potential farmers described by the leaders, a basic survey of the farms, crops, and practices near the village, etc. She discovers the other agriculture extension agents who are working in the area, those who worked there previously, and what progress had been made up to this point in agricultural development. In the weeks following, the agent moves on to a more specific analysis. She continues to interact with the local leaders, asking the ones who responded favorably the first time to do other small things. The worker begins to meet, converse with, and ask small commitments of the farmers described by their local leaders. She keeps in contact with local leaders. By the end of the first month or two the worker feels comfortable and fairly well-informed in her working site. What she has done amounts to initial research.

The volunteer has found the chiefdom guide and other people very helpful. In discussions with them, she seeks to learn about the village, its culture and values, the environment and weather, and its special features, the local agricultural environment, local farm practices, cropping patterns, etc. Not only does she ask questions, but she patiently answers them about herself, her own culture and American or other farming ways. Through this give and take, she establishes trust and rapport, begins a process of mutual orientation, and proceeds with the research that can inform her work.

She also expresses curiosity about local agricultural resources and institutions such as research stations, regional ministry programs, and local agricultural officials, and learns from them. Having arrived opportunely, she clears and plants a small vegetable garden, in keeping with local custom. She seeks the advice of both a prominent local farmer and the daily assistance of a neighbor gardener. In gardening she uses a few local varieties and practices as well as a few varieties and methods she has learned as "improved practices" that must be tested for local suitability. The garden is laid out with a host country agro-technician as a very simple result demonstration in which the local vegetables are a control and the new vegetables are being tested. The garden is positioned in a prominent place along a well-traveled village road. She helps the technician understand the concept of a result demonstration. He helps her accomplish the correct methods of planting and maintenance.

The garden is a source of interest to some of the village people. The extension worker takes time to investigate this interest and to discuss vegetable growing with the interested folks. Research continues on several fronts, as it will throughout the volunteer's stay: community analysis, agricultural environment survey, observation of her and other gardens and farms, identifying the interests of people in the village, especially farmers. She is consciously envolving a role for herself in the village, based on trust, competence, friendship, and interest in village and local agricultural affairs. She has taken care of both learn and explain, to value local ways, and to show interested people some new ideas. She is very energetic in learning village practices and very careful in propounding new ideas.

She travels periodically, always bringing a technician or farmer friend along, to the regional research station/agriculture office. There she seeks advice of the staff about problems she perceives in the village agricultural scene, and learns from them about their own work and research. In seeking advice and learning from them she comes to understand the relationship between their work and the village agricultural problems she perceives. She offers to help test their findings in the field and asks the staff to consider entertaining inquiries from the field.

In sponsoring this volunteer, the Agriculture Ministry and Peace Corps are to jointly carry out a small-farm assistance program. This program, based on national and regional needs assessment, is designed to introduce new vegetable and field crops methods to small-scale farmers. It has been underway for 3 years. There are provisions and recommendations for the introduction of hybrid seed, fertilizers, and other outside resources. Infrastructure (roads, notably) and agro-support services are very limited in this country. The outside resources are provided in the short term by the project sponsors.

After six months, the volunteer helps local farmers harvest their field and vegetable crops and invites them over to observe her and the agro-technician's garden yields. Up to this time she has continually compiled information about local farms, gardens, practices, and problems. She had slowly identified local farmers' methods of farming. Eventually, their meetings became regular weekly events including a meal, a prayer, and discussion of the week's work. In response to questions and summaries offered by the volunteer, this group evolves a picture of how farming works in their village and what its major problems are. Furthermore, they try to understand the effects these problems have on other aspects of village life. They are quick to talk about the "hungry season" at the end of the dry season, and its effects on health and income, for example. The farmers also began to compare their village and farming situation to others, especially because the volunteer alway takes a counterpart with her to surrounding villages and the research station. Each of the farmers has had at least one opportunity to accompany her. In each case, they report to the group their findings. By this six month juncture, the meetings are pretty lively. The volunteer asks a well-respected farmer if she could host a season's ending celebration and meeting. The farmer agrees and preparations are made according to local custom. The volunteer works diligently in several areas preparing for this meeting: she reviews the many discusssion she's had at farmer meetings; she chats with individual farmers concerning their individual interests and problems; she participates in orientation and planning about the small-scale farmer assistance program and expresses the needs and problems the farmers have expressed to project officials; she also compiles data from her own simple garden tests and goes over her research notes.

In preparations for the meeting, the volunteer asks the host farmer about topics such as the village farming situation, major farming problems, the result of her garden test, the meaning of the research station visits, etc. At the meeting the farmers listen as the host farmer, with the help of the volunteer, presents the asembled villagers a kind of local-language "analysis" of the village farm situation based on observation, farmer discussions, visits to other places, and experience of the last six months. Farmers are invited to discuss this analysis. The volunteer asks many questions, down to specific ones about practices, varieties, time of planting, etc. The volunteer tries to help the farmers focus on problems for the first part of the discussion. Next she asks about apparent causes of these problems. The farmers follow her lead because this is a theme they have pursued through her questions throughout their meetings. Next, the volunteer asks what can be done and what resources are available. She begins generally and asks specific questions about each proposal offered. Even now, however, after many meetings some farmers ask her what they should do. She says what she always has said, and the farmers smile and nod, "I will help you with what you decide." For each new topic problem, causes, solutions, resources--the volunteer summarizes discussion before moving on. Finally, the volunteer asks, "what do you know about the small-scale farmer assistance program?" She calls upon farmers who have heard of it. They share what they know.

The volunteer summarizes what they say and tells what she knows. She invites questions. Farmers ask about terms, timing, benefits, etc. The voluntee invites the farmers to review again what they had discussed first, namely their farm situation, problems, solutions and resources to redress those problems. She then discribes the program. She asks how they fit together for the farmers. They discuss this. When several farmers express interest in the tools and inputs that they assume are free, including fertilizers and seed, the volunteer asks where they will get the money the next year for the fertilizer to sustain hybrid seed, and whether they are willing to pay for these inputs from their yields. Everyone laughs and accepts this. When a farmer expresses distrust of government programs, the volunteer asks him why he feels this way. He explains his own, several relatives', and friends experiences of unsuccessful and exploitive programs. She asks if others have had similar experience. She relates her experience with the agriculture officials she works with and explains the terms of the program as clearly as possible. She invites this farmer to accompany her on her next visit to the office to present this view. He declines. She promises to express his apprehension. Other farmers express concern about guarantees of return on investments. From this meeting emerge several things, an understanding of the project and its relation to village problems; and an interest in entertaining the project further.

During her second half-year, the volunteer plants another garden, continues to catalyze farmer discussions once a week and begins to work out with individual farmers the degree and manner in which each will participate in the program. With her agro-technician, she trains the farmer who hosted the celebration/meeting to set up and carry out result tests on improved varieties for the program. Individual farmers respond to her questions with activities each agree to undertake as part of the project. She poses each question as a problem pointed at the solution which is the package-of-practices the project advocates, adjusted to the needs, interests, and means of each farmer. Weekly discussions begin to focus on how to reduce risks in the new package-of-practices. The farmers discuss each step. The volunteer asks them to discuss what they are doing and why. The agro-technician and she help clarify risks, observations, quirks of adjustment, and response farm to farm. As the work progresses it is apparent that some farmers are more conscientious, able to take risks, and more adroit them others. These farmers are asked to discuss their "specialty" or the strategies. In time they become the demonstrators by which the specific techniques they do well in are learned by other farmers.

The volunteer finds herself faced with a myriad of technical questions about each farmer's garden and crops. She acts as an intermediary between farmers and the research station experts, who occassionally come to the village. She also constantly seeks to learn more herself because many times there is no time to rely on others and she has to work out technical problems with farmers herself.

Word gets around to other villages about the project and several representatives come to a weekly discussion. The volunteer asks at the preceding meeting how they should help. At the meeting the volunteer mediates as the farmers describes the project, the work, the manner in which it all came about, etc. The volunteer asks the representatives whether they would like to see the work of the farmers. They agree. A day is set when neighboring village groups of farmers meet and the neighbors ask how the work has done, etc. Two neighboring farmer groups ask to join the project.

The second year presses on like the first. The volunteer continues to focus discussion in each group by posing questions. She has asked two responsive agro-technicians, who have become interested in how she leads discussions, to begin leading discussions themselves. She helps them prepare for each meeting and encourages their progress, very slowly. Another agro-technician who does not enjoy the discussion role, has been found to be an excellent gardener. He tends an on-going demonstration garden which they hope to expand into a nursery or small seed multiplication garden next year. The agro-technicians are able to harvest the vegetables for their families.

During this second year the volunteer observes that several fairly consistent groups of farmers have formed around the project and discussion. She clarifies her problem-posing approach to fully emphasize the group-unifying nature of each activity they discuss and undertake as a result of her questions. The volunteer works continuously with the original host farmer whom the others respect and who holds a prominent social and political position in the village. She invites him to watch how she points things out through questions. Because of his position, it is natural for him to lead meetings. He uses both his own skill, and those approaches he appropriates from the volunteer to slowly help in catalyzing the discussions. The volunteer poses the problem of her imminent departure. She also, having continued to do research, sees that certain new issues are part of the local agricultural situation. There is a surplus of vegetables at times. There is a small increase in some farmers' income. There is enlarged interest in the project and in sustaining it. Having emphasized a group-unifying theme this second year she was anticipating the need for more organized and unified cooperation among these farmers to sustain their work and expand it after she leaves. She asks the farmers to consider the idea of modest cooperative efforts. For example, working in groups on land preparation, which is an old local custom. From there, the farmers try other cooperations, each one modest and fairly unrisky. Finally, they explore the idea of a cooperative.

During this second year, the volunteer also concentrates in discussion on the problem-solving experiences and successes which the farmer groups have had.

For example, she asks the farmers to recall the first major problem they dealt with in their discussion group: "hungry season". She asks what has been done. A number of farmers express their gratitude that they have more reserves for that season. In like manner, the volunteer helps the farmers review their problem-solving experience together, emphasizing their emerging problem-solving abilities as a group. It is this confidence which she hopes to have catalyzed.

The volunteer, six months before her term is due, discusses the possibility of being replaced by a specialist in cooperative management with her Peace Corps director and ministry overseer. On leaving, the volunteer and village farmers part ways as very close friends.

From: Michael Gibbons, Agricultural Extension Manual, draft version, I.C.E., Peace Corps Washington.

HANDOUT III - 2 - C

QUESTIONS FOR DISCUSSION: ASSUMPTIONS

List 5-6 assumptions made by the program planners. Consider each project activity: housing, school construction, water system, agriculture, health services, and others you see. Were they accurate or erroneous? What was the effect of these assumptions in the project as it was planned and implemented?

Assumptions	Effects or Consequences

HANDOUT III - 2 - D

EFFECTS OF THE PROJECT

What effects do you think the project had on this community? Women? Men? Families? Think of each project area and other effects you might see.

Project Activity	Effect on.. Community	Women	Men	Families
Agriculture				
Health				
Water				
Housing				
Others				

HANDOUT III - 2 - E

DIFFERENT APPROACHES

What would you do differently in the planning process? Why?
What would you do differently in the implementation process? Why?

Planting	Reasons	Implementation	Reasons

III. The Adverse Impact of Development on Women

From: Women and World Development,
by Irene Tinker and Michele Bo Bramsen, ed.,
Overseas Development Council, USA, 1976

Irene Tinker

During much of the last quarter century, "development" has been viewed as the panacea for the economic ills of all less developed countries: create a modern infrastructure and the economy will take off, providing a better life for everyone. Yet in virtually all countries and among all classes, women have lost ground relative to men; development, by widening the gap between incomes of men and women, has not helped improve women's lives, but rather has had an adverse effect upon them.

The major reason for this deplorable phenomenon is that planners, generally men—whether in donor-country agencies or in recipient countries—have been unable to deal with the fact that women must perform two roles in society, whereas men perform only one. In subsistence societies, it is understood that women bear children and at the same time carry out economic activities that are essential to the family unit. Western industrial societies have chosen to celebrate the child-bearing role, glorifying motherhood while downgrading the economic functions attached to child bearing and household care, and erecting barriers to paid work for women. Accepting this stereotype of women's roles, economic theorists in the West imbued their students, indigenous and foreign, with the cliché that "woman's place is in the home," classifying them forever as economically dependent. In doing so, they followed the unequivocal depiction of women in the law as legally dependent minors. Small wonder that the spread of Western "civilization," with its view of women as "child-mother," has had an adverse impact on the more sexually equal subsistence societies. Communist doctrine errs in the opposite direction: women are economic units first, mothers second. Since children interfere with work, the government provides day care; but little has been done in the Soviet Union or Eastern Europe to encourage men to share the responsibilities of children and home. This leaves women two time-consuming jobs: full-time work plus daily shopping, cooking, cleaning, and care of the children in the evening. Not surprisingly, the result is a drastic fall in birthrates throughout Eastern Europe accompanied (at least in the Soviet Union) by evidence of increased marital instability and a high incidence of alcoholism among men. Yet even in these societies, where doctrine asserts that women and men are supposed to be economic equals, employment data show that women hold the least prestigious jobs.[1] It may be that in these countries also, men "subtract" a woman's home and child-care responsibilities from her ability to hold down important positions. Whatever the explanation, it would seem women lose twice.

Development planners must begin to recognize women's dual roles and stop using mythical stereotypes as a base for their development plans. A first step is to recognize the actual economic contributions of women. Even this is difficult. Statistics, the "holy building blocks" of developers, are made of the same mythical assumptions: a) "work" is performed for *money*, and b) "work" is located only in the *modern* sector. Thus the U.S. Department of Labor can issue a statement saying that in Africa only 5 per cent of the women work![2] This clearly is an absurd assertion about a continent where women are reported to be doing 60-80 per cent of the work in the fields and working up to 16 hours a day during the planting season.[3] The "explanation" for the 5 per cent figure is that agricultural work done by family members is not recorded as "work." Nor are exchange labor, household work, child care, or many activities in the tertiary or informal sector counted as work. And since statistics do not show women working, planners do not plan for women to work. Too often new projects actually intrude on activities in which women already are engaged; but instead of providing services or training to women, assumptions about proper sex roles dictate that *men* receive the new training, new seeds, or new loans. The gap widens.

Unfortunately, this phenomenon of increased dependency of women on men is not new. The pattern has been repeated time and time again, whenever a given society developed beyond sheer subsistence and created a civilization which required functional specialization. Documenting the erosion of women's position in ancient Greece and Rome, for example, Evelyne Sullerot has observed that "as a rule it is in the early periods of each civilization that the least difference exists between the position of men and that of women. As a civilization asserts and refines itself, the gap between the relative status of men and women widens."[4] May Ebihara has noted similar "reductions" of women's status in Southeast Asia's past. She points out that a Chinese visitor to the Khmer empire in Angkor in the thirteenth century recorded that women held many positions in the court; yet within a century, due to the spread of Chinese influence after the fall of the Khmer empire, women were reduced to being legal minors of their husbands.[5]

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[1] Barbara W. Jancar, "Women Under Communism," in Jane S. Jaquette, ed., *Women in Politics* (New York: John Wiley & Sons, 1974), pp. 217-42.

[2] U.S. Congress, House of Representatives, Committee on Foreign Affairs, Subcommittee on International Organizations and Movements, "International Protection of Human Rights" (hearings August-December 1973), 93rd Congress, p. 444.

[3] U.N. Economic Commission for Africa, Wome[illegible] Programme Unit, "The Integration of Women in African Development," paper prepa[illegible] for the 14th Conference of the Society for International Development, Abidjan, Ivory Coast, 1974.

[4] Evelyne Sullerot, *Women, Society, and Change* (New York: McGraw-Hill, World University Library, 1971), p. 19.

[5] May Ebihara, "Khmer Village Women in Cambodia," in Carolyn S. Matthiasson, ed., *Many Sisters: Women in Cross-Cultural Perspective* (New York: The Free Press, 1974), pp. 305-48.

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Historically, these bureaucratic states produced a stratified society with the higher classes living in towns. It seemed to follow inevitably that women, separated from their essential food production functions, became more dependent upon men, especially as upper-class men commanded large incomes and generally adopted a more ostentatious style of living. Women lost their economic base and came to be valued mainly for their female attributes of child bearing and providing sexual gratification. Thus they increasingly came to be "protected" or "confined"—perceived as "jewels" for men to play with or as vehicles for perpetuating the family line. However, they were then also perceived—accurately—as *economic liabilities.* In subsistence societies, where women are a valuable economic commodity, a man pays a bride price to the bride's father to buy her services; in societies where women have lost their economic function, the exchange of money is reversed, and the bride's family pays the groom to accept her.

Recent studies recording women's roles in subsistence economies show a panoply of traditional roles, both economic and familial, whose patterns more often add up to near serfdom than to any significant degree of independence and personal dignity for women. Yet these studies show that, however onerous women's lives, development plans have seldom helped them. Rather, development has tended to put obstacles in women's way that frequently prevent them even from maintaining what little economic independence they do have. Laws and customs designed to protect women also can cause hardship. Even education can widen the gap between men and women. This is not to say that development never helps women; the case being made is that, *compared to men,* women almost universally have lost as development has proceeded. If economic planners would only look at recent (and long-standing) anthropological evidence, they hopefully would recognize that women's productive contributions to the economy have been and can continue to be important, and perhaps would begin to plan projects which not only support women's work but also open up opportunities for women to become part of the modern economic system. With this objective in mind, this paper will now review the existing evidence which shows how development has negatively affected the productivity of women in different areas of life.

Change of Subsistence Economies

In subsistence economies every family member traditionally is assigned roles which are essential to the survival of the unit, whether that unit is a small "nuclear" family or an extended one. Men as well as women have dual functions: family roles are integrated with economic roles. While in any given society these roles generally are sex-specific, they vary from culture to culture. Almost everywhere change has meant a diminution of men's roles in caring for and training children or assisting in household tasks. Since development is primarily concerned with economic activity, and since it is women's traditional economic role that has been ignored, we shall focus on this function and how it has changed for both men and women.

Ester Boserup—in her landmark book, *Women's Role in Economic Development*—has linked the variation of sex roles in farming to different types of agriculture. In subsistence farming where land is plentiful, a slash-and-burn technique is the typical agricultural style; generally men clear the land and women do the bulk of the farming. This agricultural technique is still predominant in Africa but is also found in many parts of Asia and Central and South America. When population increase limits land availability, draft animals are brought in to increase productivity through the use of the plough.

> And the advent of the plough usually entails a radical shift in sex roles in agriculture; men take over the ploughing even in regions where the hoeing had formerly been women's work. At the same time, the amount of weeding to be done by the women may decline on land ploughed before sowing and planting, and either men or women may get a new job of collecting feed for the animals and feeding them.[6]

As population pressure on land increases further, more labor-intensive crops are introduced and grown year-round in irrigated fields. Women are drawn back into the fields—to plant, weed, and harvest alongside the men.

In addition to their important role in farming, women in subsistence economies traditionally have engaged in a variety of other economic activities—spinning fibers, weaving cloth, drawing water, tending market gardens, and processing and preserving foods gathered from communal property. Women in Southeast Asia boil palm sugar. West African women brew beer. Women in parts of Mexico and elsewhere make pottery. Women in most countries weave cloth and make clothes. Women in most cultures sell their surplus food in local markets. Profits from these activities generally belong to the women themselves. Thus women in many parts of the world have become known for their astuteness in the marketplace. Javanese women have a reputation for being thrifty, while Javanese men consider themselves incapable of handling money wisely. In Nicaragua, women continue to dominate the traditional marketplace, which caters to the lower classes, despite the availability of modern supermarkets nearby.[7] Market women of West Africa have parlayed their economic strength into political power as well. In contrast, Hindu and Arab women seldom are seen in the markets as buyers and never as sellers. But these women come from societies that have long been bureaucratized and in which women have lost some of their earlier economic independence.

Erosion of the role that women played in subsistence economies began under colonial rule. Policies aimed at improving or modernizing the farming systems, particularly the introduction of the concept of private property and the encouragement of cash crops, favored men. Under tribal custom, women who were farmers had users' rights to land. Colonial regimes, past and recent, seldom have felt comfortable with customary communal land-tenure rights and have tended to convert land to private ownership—in some cultures thereby dispossessing the women, in disregard of local tradition, by recognizing men as the new owners. This was as true of the Chinese in Southeast Asia and the Spanish in

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[6] Ester Boserup, *Women's Role in Economic Development* (London: George Allen and Unwin, Ltd., 1970), p. 33.

[7] Hildred Geertz, *The Javanese Family* (New York: The Free Press, 1961); and Margaret Hagen, "Notes on the Public Markets and Marketing System of Managua, Nicaragua" (Managua: Instituto Centroamericano de Administracion de Empresas, 1974).

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Latin America as it was of the Europeans in Asia and Africa. Thus women still farmed the land but no longer owned it and therefore became dependent on their fathers or their brothers. Wherever colonial governments introduced cash crops, these were considered to be men's work. Much of the agricultural development was focused on improving these crops. To encourage the men to take jobs on plantations or to grow cash crops on their own land, governments frequently introduced taxes—thereby forcing men (who were more mobile) into the modern money economy, while women (with child-rearing responsibilities) remained in rural areas and hence in the subsistence economy. Their lack of access to money and loss of control of land left women with little incentive to improve either crops or the land in areas where they continued to dominate the farming system. Furthermore, access to the modern sector, whether in agriculture or industry, has drawn men away from their households and often even from their land, and thus has given women additional tasks that formerly were men's work. Not surprisingly, productivity has declined as "development" has proceeded.

Efforts to reverse this trend have been undertaken by development agencies, but their stereotypes concerning the sex of the farmer often have led to ridiculous results. In 1974 Liberia decided to try to encourage wet-rice cultivation and brought to the country a team of Taiwanese farmers. To assure attendance at the demonstration planting, the government offered wages to the observers. Many unemployed men participated in the experiment while the women continued their work in the fields. Throughout Africa, rural extension services, modeled on those in the United States, have been staffed and attended by men only; custom prevented rural women from attending courses taught by men, and the courses taught by women—mainly home economics courses on canning and sewing—were irrelevant to their needs. Cooperatives, too, tended to assume that farmers were males. Thus the men had access to credit or to improved seeds which they used to produce cash crops; women in the subsistence sector were barred from membership as well as from growing cash crops.

Perhaps because the economic position of women in Africa was deteriorating so quickly, active opposition to this trend started there. Nigerian women formed all-female cooperatives and demanded credit to buy more efficient oil pressers to use in processing palm-oil nuts. Under pressure from women's groups, the government of Kenya reinterpreted the cooperative regulations to allow membership to women, and then formed a special task force to show women how to utilize this new opportunity. Zambian women were taught how to grow onions as a cash crop, in between rows of the usual subsistence crops. They were so successful that men demanded similar assistance; this venture turned sour when the women refused to tend the men's onions, claiming it was not a traditional obligation! In Tanzania the government is encouraging the establishment of Ujamaa villages, where land is held communally and workers are paid according to their efforts; in these villages, women for the first time are bieng paid for growing subsistence crops. Marjorie Mbilinyi writes that "it is therefore not surprising that women are the most ardent supporters of socialist rural policies in many areas of Tanzania."[8]

The ways in which development agencies have introduced new technologies likewise have tended to contribute to the undermining of women's traditional roles. Small implements such as presses, grinders, or cutters generally have been introduced to men, even when the work for which they are a substitute traditionally has been done by women. The availability of corn grinders in Kenya, for example, clearly saves women many hours of manual effort—though they also spend hours going to the grinding center. But why are women themselves not taught to operate these grinders? Oil presses in Nigeria, tortilla-making machines in Mexico, and sago-processing machines in Sarawak also are purchased and operated by men—because only men have access to credit or to money.[9] Stereotypes that women cannot manage technology are reinforced by the fact that illiteracy is more widespread among women, who therefore cannot read instructions.

Agricultural technology has produced the "green revolution" and has altered traditional agricultural practices. The high capitalization involved in buying improved seed varieties and fertilizers has pressured farmers into more efficient harvesting arrangements which often utilize fewer laborers and increase unemployment. Planners know this and often have tried to create alternative employment for the displaced *men*. But, in most economies that rely on wet-rice cultivation, it is the women who do the harvesting. A detailed study on Central Java, for example, noted that the women formerly accepted low wages for planting in order to receive payment in rice itself for harvesting work. Today the harvesting is done by mobile teams of men using the more efficient scythe; women, who harvested with a hand knife, have lost their rights to harvest and have not yet been able to obtain higher wages for planting.[10]

Improved transportation systems have affected traditional markets in both positive and negative ways. In Mexico, for example, improved transport has increased demand for locally made ceramic animal figures, thereby increasing rural earnings. It has made manufactured fabrics available in even the smallest towns, enabling women to make clothing without having to weave the cloth. Moreover, travel to markets in town has eased the drudgery of women's lives in rural areas.[11] On the other hand, improved transport has made many traditional occupations redundant. It has opened new markets for manufactured goods that compete with local, hand-made artifacts. Traders from more distant towns are taking over local markets, undercutting the traditional suppliers: women traders from outlying villages. In Java, the importation of Coca-Cola and Australian ice cream ruined local soft drink manufacture and ice cream production; both enterprises had been dominated by women. Sago processing

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[8] Marjorie J. Mbilinyi, "Barriers to the Full Participation of Women in the Socialist Transformation of Tanzania," paper presented at the Conference on the Role of Rural Women in Development, sponsored by the Agricultural Development Council, Princeton, New Jersey, 1974.

[9] Charlotte Stolmaker, "Examples of Stability and Change from Santa Maria Atzompa," paper presented at the Southwestern Anthropological Association Meeting, Tucson, Arizona, 1971; and Barbara E. Ward, "Women and Technology in Developing Countries," *Impact of Science on Society*, Vol. 20, No. 1 (1970). Describing the adverse effects of technology, Beverly Chinas observes: "Modern technology imported by foreigners brings with it a preference for male employees." (Beverly Chinas, "La participación femenina en el sistema educacional Venezolano," Documento técnico 2 (Caracas: Centro de Estudios [illegible] la Cooperación de AITEC, 1975).

[10] Ann Stoler, "Land, Labor and Female Autonomy in a Javanese Village," unpublished manuscript, 1975.

[11] Stolmaker, "Examples of Stability," op. cit., p. 23; and Ward, "Women and Technology," op. cit., p. 96.

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by women in Sarawak was replaced by machine processing run by Chinese men. Men's enterprises also have suffered from competition with national or international firms. A study of governmental policies in Zaria, Nigeria, showed that small businesses run by men suffered from the lack of basic services—particularly water, light, and credit—and that this prevented their expansion; in contrast, two large local factories, producing tobacco and textiles, were fostered by governmental policy.[12] Planners usually are aware of and try to ease the demise of small businesses in the wake of modern industrialization. What they have forgotten, however, is the sex of the entrepreneurs—and hence have attempted to provide alternative employment for *men only.*

Change in the Modern Sector and Women's Education

The elite character of all education as well as its bias in favor of men everywhere in the world means that rural women seldom are literate—a fact that inhibits their ability to move into new sectors when their traditional economic roles are superseded. Furthermore, according to the most recent UNESCO figures, the disparity between male and female illiteracy is growing. In Africa (where illiteracy is extremely high among both sexes), nine out of ten women still are illiterate. In Asia, female illiteracy rates range from 87 per cent in India to 52 per cent in Hong Kong; and even in Hong Kong, women are five times more likely to be illiterate than men. Generally, the higher the level of education, the lower the female enrollment. In Africa, some 20-30 per cent of female children attend primary school, but only 10-20 per cent of the secondary-school children are girls.[13] In South Asia, of the 2.5 per cent of the adult population that continues in school beyond the age of fourteen, about one fifth are women. In Latin America, in contrast, where the percentage of adults who receive higher education varies from 2 per cent to 10 per cent, nearly half the students enrolled in higher-education institutions are women.[14] However, these few highly educated women remain limited in their options by the widely held belief that men and women have separate "proper spheres" in professional and public life.

In traditional rural pursuits, the lack of education was a relatively less serious problem. But that is changing as the modern sector invades the traditional sphere. Women in the markets, for example, are at a disadvantage because of their illiteracy and lack of knowledge of modern packaging techniques. The lack of education limits women's options even more severely when they migrate to the city. When they move with their husbands, they may be able to continue household crafts or petty trading. But trading on a small scale takes place within an established circle of customers; frequent moving can destroy a business. In some businesses, such as tailoring, women compete with men who have easier access to credit and therefore can provide a wider variety of fabrics. Lack of education is a handicap to these women. Dorothy Remy, who has studied the economic activity of women in Nigeria, has commented that "without exception, the women in my sample who had been able to earn a substantial independent income had attended primary school. All of these women had learned to read, write, and speak some English."[15]

While married women find their economic independence severely limited in the towns of the less developed world, they at least have husbands to support them; life for unmarried women is more difficult. Surveys conducted in Dahomey indicated that from 25-30 per cent of women living in towns were on their own.[16] In Latin America young women migrate into cities in larger numbers than men, and some seek employment in domestic service or as shop assistants; more often, however, prostitution is mentioned as the primary means of subsistence. Other women fit into the uncounted interstices of the economy. They buy a pack of cigarettes and sell them one at a time. They cook food and hawk it on the street. Although male migrants, too, engage in this informal sector, they usually progress into the "modern sector," where they are included in employment statistics. For the most part, however, women continue to work at marginal jobs and remain uncounted, since these economic activities do not enter into that mythical standard, the "gross national product."

All this is not to say that education has not opened up some new occupations for women, particularly for middle- and upper-class women. Since most of the early education systems in colonial countries were run by missionaries who placed a high value on education regardless of sex, girls have had some access to schools. In many countries, nursing and teaching are considered respectable female occupations. In fact, there are more opportunities for women as teachers, nurses, and doctors in societies where sex segregation continues and men are limited in their contact with women than there are in less traditional societies.[17] As sex segregation is relaxed, however, making this "market" for female professional employment less exclusive, the number of women employed in these fields declines—providing yet another example of the negative impact of development on women.

In those areas of Southeast Asia and West Africa where trading traditionally has been the women's preserve, many educated women have retained their entrepreneurial role, adjusting successfully to modern market conditions. In Ghana, the major marmalade manufacturer is a woman. The strength of organized market women in Guinea and Nigeria has given them influence in affecting government decisions. In Jakarta, the wives of the higher-grade civil servants run shops and make jewelry. In Thailand, several large hotels are owned and run by women. In the Philippines, women are adept as real estate agents, stockbrokers, and business managers; the fact that more Philippine women than men have attended private

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[12] Dorothy Remy and John Weeks, "Employment, Occupation and Inequality in a Non-Industrialized City," in K. Wohlmuth, ed., *Employment in Emerging Societies* (New York: Praeger, 1973).

[13] Kenneth Little, *African Women in Towns: An Aspect of Africa's Social Revolution* (Cambridge: Cambridge University Press, 1973), p. 30.

[14] Boserup, *Women's Role*, op. cit., p. 121.

[15] Dorothy Remy, "[illegible] and the Experience of Women: A Zaria Case Study," in Rayna Reiter, ed., *Toward an Anthropology of Women* (New York: Monthly Review Press, 1975).

[16] Margarita Dobert, "The Changing Status of Women in French Speaking Africa: Two Examples: Dahomey and Guinea," unpublished manuscript, 1974.

[17] Boserup, *Woman's Role*, op. cit.

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schools is a clear indicator of the value placed in that country on the ability of women to learn and to earn.[18]

Only in crisis situations, however, are women generally permitted by society to engage in economic activities that otherwise remain closed to them. In Vietnam, for example, women were forced to support their families through years of war. Marilyn Hoskins has pointed out that women in Vietnam traditionally have been pivotal in the family; thus any activity that ensures the family's continuity or aids in its comfort is socially acceptable.[19] Undoubtedly aiding in this acceptance are the many folk tales which portray Vietnamese women as heroines in the days before Chinese and French colonialism. A similar ability of women to respond to modern demands (more quickly than their husbands) is found today among the Yemenite migrants into Israel. Yemenite men, more circumscribed than women by carefully delimited roles, have difficulty adapting to their new surroundings, while the women, expected to see to the needs of their families, have moved into the modern economic sector and in many cases have become the major income producers in their families.[20]

Thus education has only partly countered the historic phenomenon typical of the earlier bureaucratic as well as the later industrial societies—assigning of women to the home. Those women who succeeded in obtaining a higher education during the colonial period usually could find jobs as easily as men, both because of the dearth of trained nationals and because the society itself was in a state of political and economic transition. An important factor enabling these women to participate was the existance of a supportive family structure in which kin and servants took over some of the women's household tasks and family responsibilities. Thus women played a prominent part in many nationalist struggles in Asia and Africa and were rewarded with high governmental positions in newly independent countries. The three current women prime ministers—of India, Sri Lanka, and the Central African Republic—have personal histories of political activity. In Latin America, women have entered such demanding occupations as law, medicine, and dentistry in larger numbers than in the United States.[21]

Today, unfortunately, the situation is changing. *Fewer* women are in parliaments or political parties than during the early days of independence; professional women in many countries are beginning to have difficulty finding good jobs. These setbacks mirror those experienced by women in the United States, where a higher percentage of women received doctoral degrees between 1910 and 1920 than at any time since, and where more women held professional and technical jobs in the 1930s than do now. Several explanations have been offered for such trends. First, as educational opportunities increase, more middle-class children attend college; and daughters of the middle class usually are more restricted by their families' sense of propriety than are the daughters of upper-class families. Second, the entry of large numbers of men into the ranks of job seekers—particularly middle-class men who feel women should stay home—increases employment competition and decreases women's chances. Third, the governments in many newly independent countries have become more and more dominated by the military; while professional women sometimes do obtain high-level jobs in the bureaucracy, virtually nowhere do they do so in the military.

Non-working women—whether educated or not—become more dependent on their husbands than those who have an income. While a dependent woman may have more status in the eyes of her friends because of her husband's job, many women resent the increased authoritarianism which tends to flow from dependency. Joseph Gugler writes about how such resentment has led to the radicalization of women in West Africa.[22] At the same time, however, *release* from the drudgery of farm labor makes dependency and even seclusion acceptable to women in many parts of Asia and Africa. While Western women look upon seclusion, or purdah, as an extreme form of backwardness, many lower-class women in the old bureaucratic societies perceive it as an improvement of status—an imitation of the upper classes. This process of changing life styles to emulate the class above has long been observed between castes in the Hindu hierarchy, where it is termed "Sanskritization." A study of purdah in Bangladesh indicates it has increased since independence from Great Britain.[23] In northern Nigeria, the attitude of Hausa women toward seclusion is influenced by religion and culture. Farming is carried on by Hausa women of the animist sect who cherish their freedom of movement and ridicule the secluded Hausa Moslem women, who, on the other hand, appear to prefer to be kept in seclusion on the grounds that it reduces their work load and raises their prestige. Nonetheless, it has been noted that seclusion has the effect of separating the sexes and increasing the hostility of women toward men; this hostility creates a kind of female solidarity that is not channeled into activism but is expressed, for example, in ribald singing. Among the animist Hausa, "women play an obvious economic role, one that is recognized by the men." The result is social solidarity rather than sex division.[24]

Such increasing hostility between men and women may be responsible for the amazing rise in households headed by women. Around the world today, one out of three households is headed, de facto, by a woman. In the United States the figure is just under 20 per cent, but in parts of Latin America it is as high as 50 per cent; in Africa the end of legal polygamy has resulted in second wives being considered unmarried. The number of women-headed households is also growing

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[18] Justin J. Green, "Philippine Women: Towards a Social Structural Theory of Female Status," paper prepared for the Southwest Conference of the Association for Asian Studies, Denton, Texas, 1973.

[19] Marilyn Hoskins, "Vietnamese Women in a Changing Society: Their Roles and Their Options," unpublished manuscript, 1973.

[20] Yael Katzir, "Israeli Women in Development: The Case of Yemenite Jews in a Moshav," paper prepared for the AAAS Seminar on Women in Development, Mexico City, Mexico, 1975.

[21] Nora Scott Kinzer, "Destroying the Myth: The Portene Professional," in Ruby R. Leavitt, ed., *Women Cross-Culturally: Change and Challenge* (The Hague: Mouton Press, 1975).

[22] Joseph Gugler, "The Second Sex in Town," *Canadian Journal of African Studies*, Vol. 6, No. 2 (1972), pp. 289-302.

[23] Hanna Papanek, "Purdah: Separate Worlds and Symbolic Shelter," *Comparative Studies in Society and History*, Vol. 15, No. 3 (1973), pp. 289-325.

[24] Jerome H. Barkow, "Hausa Women and Islam," *Canadian Journal of African Studies*, Vol. 6, No. 2 (1972), pp. 317-28.

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in Asia, because the customary protection afforded divorced women and widows by family practices imbedded in traditional religions is breaking down. Migration patterns—a function of economic opportunity—also have led to an increase in women-headed households. In Africa the men migrate to mines, plantations, or cities. The 1969 Kenya census indicates that one third of rural households are headed by women; Lesotho estimates are even higher. In Latin America, in contrast, it is the women who migrate first, often living in urban squatter settlements and raising the children by themselves. Whatever the reason, planners persist in the stereotype of the family as headed by a man; this concept reinforces the idea that only men engage in economic activity and leads to unfair planning.

Modern laws and customs help create these women-headed households. Most countries in Africa have adopted laws making monogamy the only legal form of marriage. Second wives, who of course continue to exist, become "mistresses" and lose the protection that was accorded them under customary law. While Westernized African women argue in favor of the necessity for monogamy, many market women indicate a preference for polygamy. A survey conducted in the Ivory Coast in the 1960s showed that 85 per cent of the women came out in favor of polygamy! According to Margarita Dobert, the women believe that "in a monogamous marriage power accrues to the man as head of the household whereas formerly both men and women had to defer to the head of the lineage." Furthermore, co-wives shared the burden of household work and cooking; one woman could go off to trade while another stayed at home to carry out household tasks.[25]

Western law underscores women's major role as child rearing, treating women as dependents as far as property is concerned and generally awarding them custody of children in divorce. Thus modernization takes away women's economic roles while at the same time giving them the burden of paying for raising their children. Older religions such as Christianity and Hinduism avoided this problem by forbidding divorce; Islam and African animism allowed divorce but required men to assume the obligations of raising the children. By absolving men of the responsibility of caring for their children in case of divorce, recent legislation in Kenya has placed an oppressive burden on divorced Kenyan women.[26]

Women-headed households are also increasing in the Soviet Union. There the women are integrated into the economy, albeit at lower-level jobs, but their husbands are not sharing in household and family tasks. Women are rejecting not only marriage but also child bearing. It was interesting to hear Romanian officials at the U.N. Population Conference in Bucharest in August 1974 observe that concern over the falling birthrates in their country actually might have the effect of urging men to help more with the housework!

There is no clear relationship between family type and women's ability to work. Women-headed households generally are relatively poorer. In most countries, the women lack education and are forced to earn money in marginal jobs within or outside the modern sector. In the United States, divorced women generally must adapt to a standard of living cut by nearly a half; the majority tend to find jobs on the low end of the employment scale and receive inadequate child-support payments. At one time it was thought that the nuclear family would be the prototype of the modern world. Women in the United States now complain of the restrictions of the nuclear family, at least where the partners are not equal. Yet several observers of Asian women have argued that the nuclear family is the primary liberating force from the patriarchal dominance of the extended family. Latin American observers on the other hand, have suggested that the kin network that typifies traditional extended families actually allows for more equality of women because of the shared obligations and duties within the family.

In China, the traditional extended-family pattern has been the target of much criticism by the government, undoubtedly because that form has been so intertwined with the elitist bureaucratic form of government. All levels of society now are required to share the drudgery of hard labor; college students and party functioneries in particular are required to work periodically on farms or on massive public works projects. Government publications suggest that the ideal of equality has been achieved, but typically the military and bureaucratic leaders are almost entirely men.[27] Even the most influential Chinese woman today—Chiang Ching, wife of Mao Tse-tung—operates on the periphery.[28] Recent visitors to China have been impressed by efforts to achieve female equality. Nonetheless, even the Chinese delegates to the U.N. Commission on the Status of Women admit that the men in the outlying areas of the country have not yet understood that women are to be treated as equals.

Conclusion

In subsistence economies, the process of development has tended to restrict the economic independence of women as their traditional jobs have been challenged by new methods and technologies. Because Western stereotypes of appropriate roles and occupations for women tend to be exported with aid, modernization continually increases the gap between women's and men's ability to cope with the modern world. Elites in these countries are imbued with middle-class Western values relegating women to a subordinate place—values often transmitted by the industrial world's bureaucratic systems, which frequently reinforce such stereotypes in their own societies.

In the developed, "modern" world, women continue to experience restricted economic opportunities while at the same time finding increased family obligations thrust upon them. The strange contrast of this reality with the Western ideal of "equality for all" increasingly has made women aware of this injustice. Instead of docilely accepting their fate, women are becoming increasingly hostile, leaving marriage behind, and taking on the dual functions of work and family without the added burden of husband. A redress is overdue. Planners must not only consider and support women's economic

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[25] Dobert, "The Changing Status of Women," op. cit., p. 7.

[26] Audrey Wipper, "The Roles of African Women: Past, Present and Future," *Canadian Journal of African Studies*, Vol. 6, No. 2 (1972).

[27] Joyce K. Kallgren, "Enhancing the Role of Women in Developing Countries," prepared for the U.S. Agency for International Development, 1973, mimeo.

[28] Rozne Witke, "Women in the People's Republic of China," speech presented before the Wingspread Conference on American Perspectives, Racine, Wisconsin, June 26, 1974.

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activities but must also find ways of mitigating the drudgery of housework and the responsibility of child rearing. The roles assigned each sex must again be made more equal—with men as well as women accepting their dual functions of work and family.

For a time after World War II, there was great optimism about the ability of the world to proceed apace with economic development. Today there is a growing realization that development is a more elusive concept than had been previously thought. Even where countries are able to boast of a rising gross national product in the face of population growth, it is recognized that Western-style development approaches of the past have tended to make the rich richer and the poor poorer, both within countries and among countries. Not only women but the poor generally have been left out.

Not surprisingly, many economists are looking for alternative paths to development, and are showing an increasing interest in the experiences of such non-Western countries as the Soviet Union and China. In their impact on women, however, these non-Western models also are inadequate; in a sense they err twice, for while women's nurturing roles are deemphasized in favor of their economic roles, women continue to have access only to the less important economic and political roles. Clearly these models—whatever the impact of their policies on the women in their own countries—also cannot and should not be exported without major adaptation, or they too will undermine women's traditional roles. What is needed, therefore, is not an imported model, but rather an adaptation of development goals to each society—an adaptation that will ensure benefits for women as well as men.

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HANDOUT III - 3 - B

CROSS CULTURAL ATTITUDE SURVEY

Working alone, study each of the following attitude dimensions. Then using the nine-point scale:

1. Indicate where you feel your position is on each dimension.

Completely disagree	Almost completely disagree	Disagree quite a bit	Disagree more than agree	Agree as much as disagree	Agree more than disagree	Agree quite a bit	Almost completely agree	Completely agree
1	2	3	4	5	6	7	8	9

1. A woman's place is in the home.

1 2 3 4 5 6 7 8 9

2. Women should play an equal role in the economy of the family.

1 2 3 4 5 6 7 8 9

3. A women should always try and be attractive to men.

1 2 3 4 5 6 7 8 9

4. A woman should always be honest in her personal feelings toward a man.

1 2 3 4 5 6 7 8 9

5. A woman who has not borne children has not fulfilled herself as a woman.

1 2 3 4 5 6 7 8 9

6. Woman have the right to remain single.

1 2 3 4 5 6 7 8 9

7. A woman should feel good when a man pays her attention.

1 2 3 4 5 6 7 8 9

8. It is not a sin for a woman to have sexual relations prior to marriage.

1 2 3 4 5 6 7 8 9

9. In the home, what the man says goes.

1 2 3 4 5 6 7 8 9

10. A woman can have a relationship with a man on a purely platonic or friendship level.

1 2 3 4 5 6 7 8 9

Women of the World: the facts

Women and home

The "top" social group among women in Third World societies is those who live in total seclusion, often behind the veil, never taking part in outdoor activities. In farming communities, their husbands would typically be well enough off to employ field labour. This pattern of life is typical of Indian upper castes and the Middle East.

The next ranking social group is one in which the women do domestic duties, craft work and occasional poultry raising, but never earn money. Their menfolk do their own ploughing, planting and agricultural work. This pattern of life is typical of that of most women in Latin America, and the Indian cultivator caste.

The third group is equivalent to low caste women in an Indian village. They assist their men in the fields, go to market, and at certain times of year do extra paid work. Most women in Asia live like this. In the Philippines, for example, women work 30 hours a week on the family farm, while men work 43 hours.

The fourth and lowest group consists of those women who are expected to support themselves and their families virtually independently. In Asia they regularly seek work as landless labourers, as do India's Untouchables. In Africa, where this is the typical pattern, the woman obtains the right to work a piece of land by marriage and then bears all the responsibility for food production.

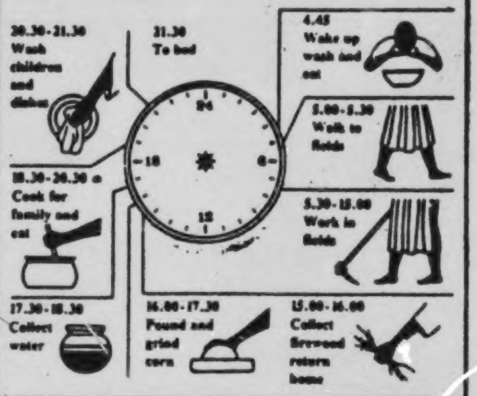
This classification of women's roles is based on research cited in Women's Role in Economic Development by Esther Boserup.

Most of the information on these pages comes from the 1979 State of the World's Women Report for the UN Decade for Women; the World's Women Data Sheet (1980), Population Reference Bureau in collaboration with UNICEF, and New Internationalist Issue No. 86 "Women Hold up Half the Sky".

Women and work

A WOMAN'S WORK IS NEVER DONE

A day in the life of a typical rural African woman


20.30-21.30 Wash children and dishes
21.30 To bed
4.45 Wake up wash and eat
5.00-5.30 Walk to fields
5.30-15.00 Work in fields
15.00-16.00 Collect firewood return home
16.00-17.30 Pound and grind corn
17.30-18.30 Collect water
18.30-20.30 Cook for family and eat
24
6
12
18

WOMEN'S WORK IS NOT RECOGNIZED

National statistics for the economically active usually omit women's work in the subsistence sector yet:

In Bangladesh, 90% of the female population is engaged in agriculture

In Africa 60-80% of all agricultural work is done by women

Rural women in the developing countries as a whole account for at least 50% of food production

WHO PROVIDES FOR THE FAMILY?

In 1972 it was estimated that:

IN EGYPT 264,000 families lived on the earnings of women

IN KENYA 525,000 rural households were headed by women

IN BOTSWANA one-third of all households were headed by women

UNICEF NEWS

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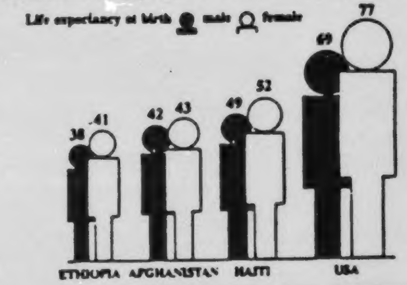
Women and health

LIFE EXPECTANCY

Women's natural lifespan is longer than men's. In the industrialized world where nutrition and public health standards are high and medical care available, the longevity gap between men and women can be as much as 10 years (USSR). In the developing countries, where women suffer more than men from a heavy workload and social service deficiencies, the gap is narrower and sometimes reversed.



WATER

Women are the universal water carriers, spending between one and four hours a day in its collection, and usually transporting it in heavy pots or buckets on their heads or backs. The distance from their home to a source of clean water is crucial to the standard of health and hygiene in their families. The International Drinking Water Supply and Sanitation Decade's goal is the provision of safe drinking water and sanitation to all by the year 1990—a formidable task.

25% of urban Third World dwellers are supplied with in-house or courtyard clean water.

Less than 10% rural Third World people have easy access to a safe water supply.

MATERNAL MORTALITY

Raising health standards for women in the Third World requires easy access to maternal and child care services, including ante- and post-natal care, maternity care and family planning

Deaths per 100,000 live births from deliveries, complications in pregnancy, childbirth and the puerperium

Angola	108.9
Costa Rica	39.9
Philippines	137.8
Jamaica	114.4
Sri Lanka	179.3
Ecuador	187.3
Netherlands	13.4
Rumania	30.9

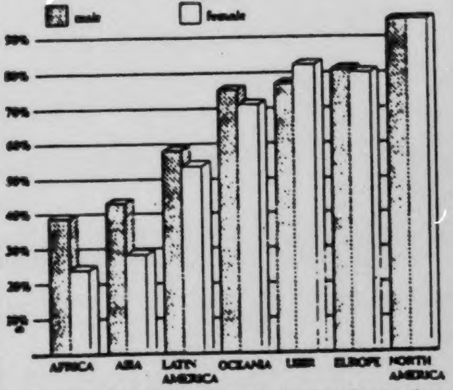
UN Demographic Yearbook 1976

K'EF 7130/Wolf

Women and education

SCHOOLING

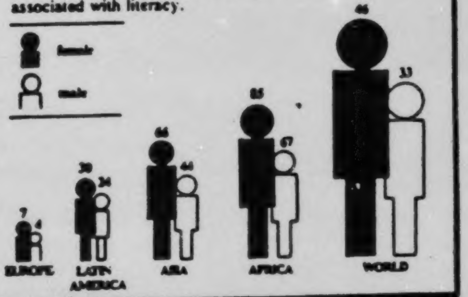
Percentage of males/females aged 12-17 enrolled in school (1975)



In several African and Asian countries the picture is worse than the statistics imply because of a huge female drop-out once compulsory years are completed due to the lack of change in parental expectations for girls.

ILLITERACY

Nearly two out of every three illiterate people in the world are women. Resistance by Third World women to other opportunities of raising their quality of life—better nutrition, family planning, domestic hygiene—are very closely associated with literacy.



SCHOOL SUBJECTS

Many schools still have 'girls' subjects' and 'boys' subjects In most countries:

boys do woodwork and metalwork

. . . girls do home science and needlework

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WORKING STYLE INVENTORY

Self-Assessement

Sixteen situations typical of those faced by Peace Corps Volunteers in the past are described below. Four different ways of handling each situation are described next. Select the way of handling each situation which you prefer and assign the number "4" to that choice. Select your next preferred choice and assign a "3" to it. Assign a "2" to the next preferred choice and then a "1" for the least preferred choice. Assign your numerical choices directly on the scoring sheet attached to this Self-Assessment form.

This form is designed to help you assess your own personal preferred style of handling situations which you are likely to face during service as a Volunteer. Later, you will analyze the results yourself and will be given opportunities to try out different ways to handle similar situations.

ASSIGN A "4", "3", "2", or a "1" IN THE ORDER OF YOUR PERSONAL PREFERENCE FOR HANDLING EACH SITUATION DESCRIBED. PLACE YOUR RESPONSES DIRECTLY ON THE SCORING SHEET ATTACHED TO THIS SELF-ASSESSMENT FORM.

Situation #1

You are entering your assigned village to take over an appropriate technology project. The Volunteer you are replacing has already left. The project is three years old. You have had brief discussions with village leadership and get the sense that the project is being received with mixed results. You have been asked to address a meeting of village leaders to introduce yourself. How would you prefer to handle the situation? (Respond on Scoring Sheet!) Choices:

1. Present your approach to the project and ask for questions and advice.
2. Seek the leadership's view of the project and identify problems.
3. Ask the leaders to describe their goals for the project, as well as other pressing needs the village is facing.
4. Ask the leadership if you can sit in on this meeting and become better acquainted with village needs before addressing a meeting.

Situation #2

You have been assigned to help the largest village cooperative keep their financial records straight and to provide general management assistance to coop leaders. The cooperative is operating at a deficit, and membership is declining. You need to decide how to prioritize your time from the following choices.

Choices

5. Develop a balance sheet and income statement to analyze causes of the deficit.

6. Work with coop manager and bookkeeper to identify causes of deficit and declining membership.

7. Encourage coop leadership to call a membership meeting to discuss the causes of deficit and declining membership.

8. Observe everyday functioning of the coop and informally talk with people who belong and do not belong to the enterprise.

Situation #3

You have been assigned as a teacher in the local trade school in manual arts. A disagreement has arisen among the faculty about whether to emphasize employable skills-training or preparation for advanced training. You are about to attend a faculty meeting to discuss these issues. You are the only expatriate member of the faculty. What is your strategy?

Choices

9. Publicly state your point of view indicating a willingness to listen.

10. Meet with influential faculty and seek to influence them to your point of view.

11. Seek the advice of fellow faculty and follow it.

12. Take a position in public and attend the meeting to listen and learn.

Situation #4

You are assigned to a small vegetable cooperative project which has been underway for several years. There is very high interest in the project among the village at large. However, the local leadership has just decided all coop labor must be assigned to re-building the bridge recently flooded out during the rainy season. This is planting time for the vegetable coop. What would you do?

Choices

13. Persuade the leaders to change their priorities, at least to enable the once-a-year planting in the vegetable fields

14. Help the leadership identify some alternatives to choosing between the vegetable crop and the bridge.

15. Help the local vegetable coop manager develop strategies to try to get the local leaders to reconsider.

16. Join in and facilitate bridge repair in an effort to complete it in time to also plant vegetable plots.

Situation #5

You are in the last six months of your tour. It is unclear whether you will be replaced by another Volunteer. The local project committee is urging you to be sure to finish a gravity irrigation project you leave. You are not sure you can complete it is the time allotted. How will you handle this pressure?

Choices

17. Try as hard as you can to complete the project.

18. Lead a planning meeting with the local project committee and staff and try to develop alternative strategies.

19. Concentrate on developing skills in local project staff to enable them to complete the project after your departure.

20. Pass the dilemma on to the local project staff leaders and encourage them to solve the problem and tell you what to do.

Situation #6

A new counterpart has been assigned to your food production project. He/-she does not have the connections with local district officials which the previous counterpart had and seems unable to use connections to get needed inputs. If you do not get the needed inputs soon, serious food shortages could result at harvest time. What will you do?

Choices

21. Use your previous associations through the past counterpart to ensure the required inputs are received in time.

22. Develop strategy with new counterpart to provide introductions and contacts to enable him/her to get inputs in time.

23. Ask new counterpart to develop plan to get inputs, and critique plan.

24. Encourage new counterpart to go out and try to figure out how to get needed inputs.

Situation #7

You have taken over an agricultural production project of the "green revolution" type with a "most promising farmer" orientation. There are two very progressive farmers using the new technologies and greatly increasing their cultivated land. Most farmers in the area have not adopted the new practices. The village leadership is predicting scarcity to starvation next year if food production is not greatly increased. Where will you focus your time?

Choices

25. On increasing food production by whatever means, including using the progressive farmers as "model" farmers for others.

26. Balancing between encouraging the progressive and working directly with more traditional farmers.

27. Organizing traditional farmers and training them in new agricultural practices.

28. Identifying why traditional farmers are not adapting new agricultural practices.

Situation #8

The village to which you have been assigned has a native bee-keeping project going and are highly motivated about it. Your assignment is a general agricultural assignment, but you happen to know quite a bit about bee-keeping and can see some ways to help improve their already successful project. They have shown no interest in using you in that way. How will you respond?

Choices

29. Speak to village and project leaders laying out some of your ideas for improving the project and suggesting change in your assignment.

30. Make a suggestion from time to time, informally, demonstrating your competence in this area.

31. Share your dilemma with your counterpart and seek his/her advice and follow it.

32. Move ahead with your assignment as planned, being alert to any future opportunities to be helpful in an informal way with the bee-keeping.

Situation #9

You are beginning the second year of your two-year teaching contract. You have been able to introduce some innovative methods, and students and fellow faculty have responded will and begun to adapt them. Some students in particular have "blossomed" under your direction. What are your priorities for the next eight months?

Choices

33. Focus on blossoming students and bring more into the fold.

34. Organize special teacher-training seminars to broaden and deepen innovations in curriculum and teacher practices.

35. Seek opportunities to co-teach with counterparts to solidify innovations already adopted.

36. Begin planned withdrawal to lessen dependency on you for sustaining innovations adopted.

Situation #10

You are a health and nutrition specialist assigned to a community clinic with a very vague and general assignment. The needs surrounding you are overwhelming, but you don't know where to begin. The clinic director seems glad to have you, but has provided no specific direction. How will you begin?

Choices

37. Assess your strongest field and make a concrete proposition to the director to clarify your role.

38. Ask for a meeting with the director to mutually explore his/her priorities and ascertain where you can be most helpful.

39. Ask your counterpart(s) if you can observe them for a month in hope of identifying areas where your skills can complement theirs.

40. Conduct a community needs assessment and develop your role in response to community needs.

Situation #11

You are a technician assigned to a well-drilling project in a community where potable water is in short supply. You know how to dig a well and have demonstrated how to do so. However, in this culture, manual labor by men is frowned upon. They are happy to have you dig wells while they watch. What will you do?

Choices

41. Continue digging to model that manual labor is o.k. and, by example, influence local men to join you.

42. Meet with influential leaders and point out the necessity for potable water and its relationship with health problems in the community.

43. Meet with counterpart(s) ansd try to get them to help you solve the problem.

44. Stop digging wells and focus your attention on overall community needs and how you might help meet some of those needs.

Situation #12

You have been working as an athletic coach in the community and, under your direction, the community has produced outstanding teams. It is a matter of considerable pride to community leaders, and they have asked you to continue to win. You have noticed little parental involvement, however, and in order to win you have focussed attention on a small number of talented youth. How will you change the situation?

Choices

45. Try to maintain your winning teams, while organizing new teams with more focus on parental involvement among new team members.

46. Call a meeting of existing and new parents and make a condition of your continued coaching, greater parental involvement all around.

47. Seek parental assistance in coaching, organize new teams, and focus your time on training new coaches.

48. Spread your "winners" among newly organized teams, minimize importance of "winning", and concentrate on parental involvement to identify new needs.

Situation #13

Your counterpart is becoming increasingly dominating during project committee meetings. As his/her confidence and skill has grown, you have gladly given more responsibility to the counterpart. But, it seems to you other committee members are becoming more withdrawn from the project. You want to build a strong project team, rather than just one strong counterpart. What should you do?

Choices

49. Raise the issue directly with the counterpart and offer to lead the next committee meeting to demonstrate participative leadership skills.

50. Provide help in planning the next meeting and make some specific suggestions to the counterpart about how to modify leadership behavior.

51. Watch for opportunities to provide feedback, ask the counterpart questions about how she/he thinks meetings are going, and reinforce participative behavior.

52. Leave the situation alone and count on the committee to call the counterpart on dominating behavior, then reinforce and offer to help.

Situation #14

You have just been assigned to a project which is a mess. Your counterpart appears to have opened a small shop for a second income and is not showing up for project work. Community leaders are unhappy because the project was begun with a lot of enthusiasm. They have asked you to take over and straighten it out. How will you proceed?

Choices

53. Take over and straighten out the project first, then deal with the counterpart problem later.

54. Confront the counterpart with his/her behavior and provide ongoing consultation until both problems are more manageable.

55. Present counterpart with pressing project problems and ask him/her to suggest solutions and plans to implement solutions.

56. Call meeting with leaders and counterpart and facilitate a problem-solving session as first step toward project reorganization.

Situation #15

You are working in a community with another volunteer. You have just become aware that the other volunteer has deeply offended the leaders because of dresscode behavior. The level of distress in the community is rising and inhibiting the success of both of your assignments. How will you handle this?

57. Speak to the other volunteer immediately and strongly suggest she/he change inappropriate behavior.

58. Consult with the other volunteer and try to understand reasons for the behavior in a mutual problem-solving manner.

59. Bring influential community leader(s) and the other volunteer together to mutually explore problem and solutions.

60. Encourage local leaders to go to volunteer on their own and offer to be available if they need help.

Situation #16

Your counterpart is moderately skilled and experienced and moderately interested in your project. She/he does not see the project as advancing her/his own career. The village, however, is vitally interested in the project. How would you handle this situation?

Choices

61. Try to get counterpart reassigned, and temporarily take over direction of the project until a new person is assigned.

62. Spend time with counterpart trying to identify ways in which his/her role in the project can both meet project goals and career aspirations.

63. Work with counterpart on career goals and help her/him develop strategy for pursuing them, including leaving project if appropriate.

64. Facilitate a meeting between community leaders and counterpart to see if they can come up with a mutually satisfactory solution to the problem.

SCORING SHEET

(A)	(B)	(C)	(D)
1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.
21.	22.	23.	24.
25.	26.	27.	28.
29.	30.	31.	32.
33.	34.	35.	36.
37.	38.	39.	40.
41.	42.	43.	44.
45.	46.	47.	48.
49.	50.	51.	52.
53.	54.	55.	56.
57.	58.	59.	60.
61.	62.	63.	64.
Total ________	Total ________	Total ________	Total ________

Instructions:

Enter your responses for each of the sixteen situations above. Assign a "4" to your first choice, a "3" to your second choice, a "2" to your next choice, and a "1" to your last choice in each situation.

When you have responded fully to each set of choices, total the numbers vertically in each column.

AGRICULTURE EXTENSION

A. Definition and History

Agricultural Extension has a long and varied history. Someone long ago discovered how to "cultivate" a plant yielding food. This gatherer began to cultivate, and Agriculture was born. Someone else noticed this innovation and Agricultural Extension began. The diffusion of agricultural innovations pre-dates many things. In a sense, then, so does Agricultural Extension. Broadly speaking, Agricultural Extension is a very wide spectrum of activities ranging from spontaneous informal information-sharing to scientific or even esoteric study.

In Europe, the United States, and other more-developed countries, Agriculture has become more scientific in the last two centuries. It is now recognized as a science or technology. During that time Agricultural Extension has changed too. It has become more and more systemic, institutionalized, and formal. In the Third World both of these phenomena are much less apparent, however. The history of Agricultural Extension revolves around the rise of science and economics in Agriculture and theincreasing awareness of development issues. Agricultural Extension in less-developed countries especially is a hybrid affected by both factors. Science and development have dictated sweeping technological change.

B. Systems

There are some systems of Agricultural Extension which are clearly defined in its history as stages or types which are the bases of all others.

Spontaneous	The "spontaneous" system was the first and continues to be the most basic form. In it informal communication ocurrs among farmers and those around them, not necessarily purposive in agricultural terms. Information is shared as part of more general social intercourse.
Farmer Network	In the United States, the spontaneous system solidified during the 19th and early twentieth centuries into a self-conscious network of farmers organized for the purpose of sharing ideas to help each other survive and prosper. In European countries similar networks sprang up. Gradually business and government came to participate in this network, though it remained funded and controlled by farmers in the United States well into this century.

Colonial (Plantation)	At about the same time, European governments sought to catalyze agricultural production in their colonies abroad, especially concerning cash crops like tobacco, sugar, coffee, and tea. The Colonial (plantation) system arose whereby the governments selected and delivered information, inputs, credit, and market controls to increase native farm production. More formal and centralized than the United States Farmer Network, this Agricultural Extension system included some of the first expert non-farmer extension workers.
Rural Change	In the mid-twentieth century, the independence movement among former colonial empires gave rise to the Rural Change system. Based on the Colonial system, which constituted a prototype in the developing world, this new form was designed to change rural values, behavior, and activities in accordance with governmentally planned growth and development. Ideas, inputs, plans, and innovations were imported by the government and imparted to rural families by extension workers from outside rural areas.
Research Education Extension	The Farmer Network in the United States gradually became even more institutionalized. In fact, its function was taken over by the federal and state governments. Land grant universites came to replace the exceptional farmers as the sources of information, and formal research, education, and outreach activities superceded farmer interactions. Overseas the "green revolution" of the 1960's and 1970's took this form.
Community Development	In the 1950's and 1960's, and more recently again, the United States government, the UN, and the British government (in India) designed a specific form of rural change extension to address rural communities as whole entities. Outside extension workers brought the democratic process and a general knowledge of a number of technical topics into rural areas to stimulate community development as a political and economic "grass roots" protection against poverty (and by their thinking, communism). This was an unusual mixture of the community scale of the Farmer Network with the outside influence and support associated with other forms of Extension.

The Research-Extension System is the pre-eminent form of Agricultural Extension in today's world. It is how most Americans and Europeans would define Agricultural Extension. For example, Webster's Distionary described extenion as "a program which geographically extends the education resources of an institution by special arrangements to persons otherwise unable to take advantage of such resources." Another recent definition calls extension "organized activities designed to convey technical information to farmers and others". What activity, organized how?

C. Extension Formats

The phrase now synomyous with Agricultural Extension is "directed technological change". Specifically, there are a number of activities which typically come under the heading "Extension Work". These are:

1. Conventional Extension. A conventional extension program includes personal on-farm visits by extension agents to (usually larger progressive) farmers. These farmers may adopt suggested techniques and provide demonstration plots; or the agents themselves may cultivate demonstration plots.

2. Training and Visit Extension. Extension agents may receive regular fortnightly training, and then come to villages on a regular schedule to give groups of "contact farmers" specific recommendations on cultural practices.

3. Model Farmer. Village groups can elect representatives (a "model farmer") to attend weekly or fortnightly training programs at some administrative center. The model farmer is then obligated (in theory) to report back to the group what is learned at the training program.

4. Farmer Training Programs. Training programs can be developed for various time periods. During the dry season it might be for a few weeks or more. At a busier time, training would be limited to a few days. In other cases, farmer training centers can provide training throughout a whole agricultural year to farmers who reside in campus-like centers.

5. Mass Communication. Radio programs can offer farmers information. Demonstrations can be conducted at market places, fairs, etc.

6. Models. Innovative progressive individuals and villages can be identified and used as models. Their successes can be highlighted in media and in large meetings, and others can be transported to examine their fields and villages. This approach highlights farmer-to farmer exchange.

7. Market Processes of Extension. Farmers often obtain some inputs for agricultural innovations (seeds, fertilizer, tools, chemicals, etc.) through regular commerical networks, including stores or merchants at periodic markets. With the inputs can come information on how to use them. Various programs can improve the capacity of this system to diffuse material and information.

8. Para-Statal Corporation. A para-statal corporation can supply inputs (and usually credit to buy them) through a separate bureaucracy. Farmers may be required to sell all production of certain crops to the corporation, to assure repayments of inputs and to provide state procurement of desired commodities. Field agents responsible to the corporation can give instructions to farmers.

9. Farmer Controlled Organization. Voluntary associations controlled and financed by farmers have played a valuable role in many countries in identifying innovations and inputs that fill specific farmers needs. Training can be through local meetings of members of the organization.

10. Management Education. Literacy training and basic mathematics education can be stressed to increase a farmer's access to information, and to improve his ability to gauge the value of any innovation. This type of education could be incorporated in normal primary education or in shorter training programs.

This list is not comprehensive or systematic. Various types of programs can be adopted simultaneously and will complement each other. The point here simply is that there is a wide range of potential formats in which farmers may obtain knowledge about new agricultural techniques.

In most countries there are various activities and different forms of Agricultural Extension which exist simultaneously. In the Third World in particular, all of the systems were imported with eclectic glee. For example, in many developing countries there is a government Research Education Extension service and a development agency's Rural Change service side by side. Most of the governments of these less developed countries began with a Colonial (plantation) Agricultural Extension system in place. In many of these countries the system within which Peace Corps Volunteers work is this Colonial system in transition to be a Rural Change or Research-Extension system. Extension Farmer Networks were and are a rare thing in less developed countries, although Spontaneous Extension activity goes on of its own accord. The factor which makes Third World extension systems most distinct from their American counterpart is no tradition of farmer control. America's enormous government Research Extension system features little farmer control now, but it grew through various stages of direct farmer control and financing. Colonial and Rural Change systems, along with the exported version of the Research Extension system, have always been for farmers, never of them, and constitute a very different response to agriculture issues. It is in this situation, based on the tradition of Extension work from the outside, that volunteers practice their own peculiar brand of Agricultural Extension.

D The Extension Process

The extension process begins when the emphasis shifts from the development and testing of new practices to their promotion. The extension worker takes over from the research worker, and his mission is to promote the adoption of profitable new practices among the farmers he chooses to serve in the area to which he is assigned.

We use the term extension worker to refer to any agricultural field worker who is assigned the task of promoting new practices. The concept of extension is not limited to the formally constituted official extension services. (Some of the best extension work is done by autonomous agencies.) The counterpart of the extension worker in the agro-industrial system is the salesman.

In practice there is no clear line of demarcation where the research function ends and the extension function begins. This is especially true in places where both the research and extension programs are underfinanced and understaffed and subject to political pressure to produce results. The research worker may reach as far down as the result test to verify his original hypotheses, and the extension worker may reach as far back as the central experiment station to find any new practice and promote. Even when the process is well-ordered there is a rational area of overlapping functions where close cooperation between the research and extension systems is in order.

Adaptive Research

Small-plot experiments
(national station)

Regional experiments
(regional sub-station)

- - - - - - - - - - - -

Farm experiments (local)

Result tests

- - - - - - - - - - - -

Result demonstrations

Mass application

Advice to Farmers

Extension Work

The field trial or result test can either be considered the last stage in the adaptive research proces or the first step in the extension process.

a. The Demonstration (The Result Demonstration): The Demonstration, or result demonstration, is the first stage in the promotion of a new practice. It is not a testing procedure as is the result test. The objective of the demonstration is to demonstrate the profitability of a proven (locally-tested) practice under farm conditions. How much work will be involved in demonstrating the new practice will depend upon the degree to which the new practice deviates from existing practices. If the new practice is just a matter of adding or substituting inputs, very elementary demonstration procedures will suffice; but if a new practice represents or involves a change in work procedures, considerable on-the-spot instruction may be required in conjunction with the demonstration.

b. Mass Application. Mass application is the second stage of the promotion of a new or improved practice. It is the campaign stage--the goal is to persuade large numbers of farmers to adopt a new practice. A campaign should not be undertaken unless a very high degree of certainty exists about the profitability of a practice and its range of profitable adoption.

For agro-industry, mass application of a practice which employs a commercial input means mass sales. In a flourishing exchange economy, agro-industry can be counted on the assume a large share of the costs of promoting the mass application of new practices.

In all the stages of development, deployment, and acceptance of new practices which precede the mass application stage, the critical limiting factor is technically sound information. At the mass application stage, the critical limiting factors to adoption are very likely to be: the availability of key commercial inputs at a reasonable price and the availability of production credit.

Empirical Adjustment of Practices by Individual Farmers

Adequate testing of a practice will indicate how profitable it is likely to be under a range of representative conditions and what adjustments need to be made to adapt it better to representative environments. But no two farms or two farmers are exactly alike even though they may be classified together for sampling or test purposes. For each farmer and farm, there exists the possibility that any given practice can be even more perfectly adjusted than it was at the time it was originally adopted. Farmers continue to adjust or modify practices to the unique circumstances of their individual situations by employing trial and error methods. Better educated farmers may even use the more sophisticated methods employed by the research extension system to conduct their own result tests.

Information Feedback and Maintenance Research

The research extension system is not a one-way street in which practices become fixed at the extension end of the continuum and the only variables are the new inputs that are pumped in at the initial phase. New technology must not only be developed, promoted, and disseminated; it must be maintained, sustained, evaluated, and improved.

New practices are never fixed. Farmers, after they have accepted a new practice, adjust the practice by trial and error procedures to the unique circumstances of their individual situation. The adjustments some farmers make may be significant enough to communicate back to other farmers through the extension system.

From Michael Gibbons' Agriculture Extension Manual, draft version, in preparation for I.C.E., Peace Corps Washington.

EXTENSION WORKER ROLES AND THEIR IMPLICATIONS

functions	extension worker resembles	style of operation	relationship w/farmers	movements/ location required by tasks
Regulation	Policeman	Disciplinary	Hostile	Extensive local travel
Debt collection	Dun	Predatory	Hostile	" " "
Data collecting and reporting	Survey enumerator and clerk	Monitoring, clerical	Passive	" " "
Input supply and rationing	Trader	Commercial	Servicing	Regular presence in HQ
Advisory-cum-research	Consultant	Innovative	Advisory	Travel and HQ

Robert Chambers, Two Frontiers in Rural Management: Agricultural Extension and Managing the Exploitation of Communal Natural Resources (Brighton, England: Institute of Development Studies at the University of Sussex, 1975, p. 5).

EXTENSION, TRAINING AND DIALOGUE: A NEW APPROACH FOR TANZANIA

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Extension, Education and Development

Training and extension work with farmers is both an educational effort and a means of development, and a part of that development. Before we can begin to criticize traditional training and extension techniques and advocate new ones, it is important to be clear as to what we mean by development, and training and extension work related to this goal. Until recently, development was usually defined in economic terms such as changes in the Gross National Product, per capita and economic living standards. Training, and especially agricultural extension, were viewed as an economic development tool; as an investment in human capital on which a return was expected. This implied a direct functional approach to teaching and learning which was focussed on "practical" skills and immediate pay-offs.

This view has changed over the past ten years due to concerns about income distribution, dependency on government, and other social and political concerns. Now almost every statement about training and development mentions the importance of participation, mobilization, equality, and self-determination. Since independence, the party and the Tanzanian government have defined development as liberation. Development is:

> "A permanent revolution for the total liberation of the people of Tanzania and Africa from all forms and manifestations of domination, exploitation, oppression, humiliation, weakness, racism, poverty, ignorance, disease, and misery." (Daily News, 1975) "For development has a purpose: That purpose is the liberation of man. It is true that in the Third World we talk a great deal about economic development--but the goods are needed to serve man; services are required to make the lives of men more easeful as well as more fruitful. Political, social, and economic organization is needed to enlarge the freedom and dignity of men; always we can come back to man - to liberated man - as the purpose of the development activity." (Nyerere, 1976)

Development is thus more than a change in material welfare, farming practices, or yield per hectare or return per man-day of labor. Development involves changing people, changing their consciousness or awareness and helping them to become "beings for themselves" -- making their own political, cultural, and economic decisions. "The expansion of (Man's) own consciousness, and therefore, power over himself, his environment and his society, must therefore ultimately be what we mean by development." (Nyerere, 1976) Education is thus both an end and a means of development. Development which depends on the actions of men requires a change in their consciousness, so that they are the determinant of their own actions. Farmers follow a given practice not because of traditionallism, but because they see it as the best method in face of their own particular situation. To change these practices demands a change in awareness which convinces them that a different form of action better meets their needs.

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* Edited by the Training for Rural Development Staff - Tanzania

Failure of the Top-Down Approach

Unfortunately the farmer often does not become "better" in the sense that he or she obtains a significant benefit from the forced practice. This reveals one of the fallacies underlying the traditional approach; the assumption that all recommended practices are good and that the experts are always right. Experience and research in Tanzania has shown that many practices either recommended to the farmers, or forced on them, did not benefit the farmers, and their rejection of them was quite rational. Thus, while many recommendations are good, experience has shown that when evaluated from the farmers' perspective many do not solve the farmers' most pressing needs and are therefore unacceptable.

This brings us to the second fallacy of the top-down approach: The assumption that farmers and villages are ignorant. It is true that many of them have little formal education and are illiterate; it is not true that they have learned nothing and knew nothing. (It is unfortunate that in Swahili the same word, jinga, can be used for both illiterate and ignorant, because the two cannot be equated). Farmers, through experience and the informal sharing of ideas, have developed a wealth of knowledge about agricultural production and survival in an often harsh environment. They also have a better understanding of their problems, needs, priorities, resources, values, attitudes, local culture, etc. Educators and extension agents tend to be outsiders and members of a different socio-economic class. Thus, both the extension agent or trainer and the farmer or villager have some knowledge necessary to bring about change in practices. The scientific knowledge of the researcher needs to be complemented by the more natural knowledge of the farmer to bring about a critical understanding of the problem, and the basis for action.

The third major fallacy of the top-down approach is the assumption that knowledge can be given or extended by the trainer and extension agent. Knowledge cannot be poured into the adult learner like tea into a cup. Informed action develops in learners as a result of interaction with information, the situation, and fellow human beings. Learning is not an activity of a trainer, but the learner, and involves a change from one way of understanding of doing something to another. Adults in particular have developed attitudes and ways of doing things. Learning often involves the rejection of existing ideas and acceptance of new ones.

This leads to the importance of understanding the farmer's present knowledge and understanding, and these must form the foundation of any new learning. Only an active interaction with ideas and other people can result in the learner really understanding new ideas and making them his or her own, instead of it merely being someone else's ideas.

Finally, another major criticism of the top-down approach, particularly important in the Tanzanian context, is that it builds a dependency relationship between experts (often seen as representing government) and farmers and villagers. It means presenting the farmers with solutions to their problems defined in the first place by the experts, instead of analyzing their problems with them in order to fully understand them, and then a solution cooperatively. The traditional approach makes the farmer feel dependent on the continued advice of the trainer or extension agent, and it fails to teach him how to analyze and solve problems on his own.

Instead of seeing men and women as the end of development, it treats them as a means -- tools -- to be manipulated as efficiently as possible in order to achieve the goals of those in power. In face of the above, it seems fair to conclude that the present, prevailing approaches to adult education and extension work are not only ineffective, but actually are detrimental to the development of Tanzanian farmers and villagers.

The Dialogue Approach

The dialogue approach, illustrated in Table 1, is the opposite of the traditional top-down approach. Its essence is the horizontal sharing of ideas between trainers/learners, learners/trainers in a process of reflecting and acting on the world in order to understand it and control it better. It is based on faith in people, in their ability, in cooperation with others, to be able to understand self and situation, and to act on it and change it.

The dialogue approach assumes that both the trainer or extension agent, and the student or farmer know something about the subject of interest, especially if the goal is for the learner to apply what is to be learned. Although one may have more general or abstract knowledge, and the other may have more informal and specific knowledge, this difference does not make one or the other superior. It is the shared knowledge both have in the situation which is superior. Within the constraints of each party's environment, each can learn and change as a result of interacting with the other.

While all farmers have some knowledge, they are not always aware of this knowledge. In fact, because they are constantly told that they are backward, lazy, ignorant, and thereby made to accept that they are hopeless, they often feel that they know nothing. When farmers can be drawn out in dialogue as a group, they are often surprised at how much they already know, collectively, about a wide range of production or development problems. It is important, in the beginning, to draw out what the farmers or villagers already know to be able to build on it. As Mwalimu Nyerere points out, by drawing out what the farmers know, which can only be done through dialogue, and by showing the relevance of what is known to what is being learned, the trainer achieves three things:

> "He has built up the self-confidence of the man who wants to learn, by showing him that he is capable of contributing. He has demonstrated the relevance of experience and observation as a method of learning to be combined with thought and analysis. He has shown what I call the "maturity" of learning - that is, by sharing our knowledge, we extend the totality of our understanding and own control over our own lives".

The trainer's role in dialogue is not to present knowledge to the learner, but to lead the learner to an examination of problems. To ask the learner to critically reflect and act on problems (problem-posing). Knowledge or learning grow out of this reflection cycle. The farmer will never learn the benefit of a practice and the problems associated with it, until he has actually tried it and then thought about his experience critically.

Neither will the trainer or extension agent know the value of his ideas until he has shared them with the learner and tested them out against the farmer's perceptions and experience. Dialogue, thus, requires both action and reflection, experience and thought. Without action, teaching is merely verbalism and amounts to exhorting the farmers to do this or that without showing them how to do it and thus has limited impact on their farming practices. Without reflection, extension work can become mindless activism in which farmers are forced to follow certain practices without understanding them and without the farmers themselves being developed.

Is Dialogue Feasible?

Let us examine two objections to the use of the dialogue approach often made by extension agents, educators, and government officials.

1. The first is that it is impossible to engage in dialogue with farmers or villagers because they know little or nothing about modern agriculture or how to make a village cooperative work.
2. The second objection is that it is too slow and expensive; that our problems need urgent solution and, therefore, cannot wait for a long process of dialogue to take place.

Table 1

TRADITIONAL APPROACH	DIALOGUE APPROACH
1. Educators teach and farmers are taught.	1. Educators and farmers are both involved in learning.
2. Experts know everything and the farmers know nothing.	2. Both have knowledge to contribute to joint learning.
3. Educators posses the authority of knowledge and have a monopoly on it - which they perpetuate.	3. Knowledge is the property of everyone; no one can or should monopolize it.
4. Educators/experts think, and farmers are thought about.	4. Farmers are encouraged to think on their own.
5. Educators/experts are active during learning and farmers are passive.	5. Both educators and farmers are active during learning.

Reaching Small Farmers (Role Play)

The Farmer

Mary is a farmer with five children, ages ranging from 3 to 17, her very old father, and a 19 year old nephew, all living in the same compound. They work their 4 ha farm together, though the nephew and the two older children also attend a local ag school. Mary's farm is 1/2 ha of forest, 1/2 ha of swamp, and 3 ha of cleared hill land surrounding their compound. They also keep a small flock of chickens.

Their staple food crops are maize grown on the hill land, supplemented by vegetables such as greens grown on raised beds around the compound for home consumption as well as marketing. Cassava is grown as a dry season hill land crop. Mary's tomatoes and spinach grew well last year and she made a small profit, through her maize yield was down from poor rains. There are periodic infestations of insects in the field and in the storage bins, and nematodes are a problem. There are usually not enough women around to do the three normal weedings, and water for crops and for domestic use was scarce last year.

Mary wonders this season. Her nephew's school fees (which she pays) have doubled this year, and he'll be around less to help with work because he is studying for the big graduation exams. She met the Peace Corps Volunteer named Tia in the village working with the Ho Ho Ho (Help ourselves, Help others, Hand on) Agriculture Project. Tia said she was coming today to talk to Mary about becoming a Ho Ho Ho farmer. May enjoyed Tia's visit last week when they walked around her farm and raised so many questions.

The PCV

Tia has been in the village for two months doing her community analysis. Her Ho Ho Ho and Ministry Agriculture Supervisors sent out a memo yesterday encouraging her to get more farmers involved in the project. Apparently the program sponsor (a consortium of arctic and antarctic philanthropic organizations) is pressing for results.

The Development Program

Ho Ho Ho's services to farmers, in conjunction with the local Governmental Extension Service, include:

- New varieties of soybeans, fruit trees, maize, a tomato/eggplant hybrid called the "Promiscous Little Debby", and spinach. Yield were two times greater than local varieties when the new varieties were tested for this areas by the local Ag Research Station in small plot trials at the station.

- Hand harvesting and weeding tools for sale at cost on a lease/buying basis.

-Backpack sprayers, including a hand pump model and a motorized version are available for loan.

-The following insecticides are available at cost: Sevin, Malathion, Parathion.

-Plant spacing recommendation for the HO Ho Ho varieties.

-Fertilizer is available on a cash sale basis only, in conjunction with two day workshops on application rates and timing for the Ho Ho Ho varieties.

-Workshops on the construction of small storage silos made from local materials using an improved design from West Africa.

The Task

Tia must select from the available practices those most applicable to Mary. Can you develop a rationale for why the farmer should adopt any practices?

EXTENSION GUIDELINES

Personal Notes For Peace Corps Volunteers

1. Unless you have a professional ag background, your ideal role is likely to be that of an intermediary, working within an established and viable crop or livestock improvement program that has adequate technical support. Given the vagaries of PC programming and host country realities, you may very well be expected to fill in any technical assistance void by acting as an advisor or even an innovator. Remember this phrase: "Agriculture is a location-specific endeavor with few cookbook recipes and little opportunity for instant innovations". There is no way that you can make up for lack of adequate adaptive research which takes time, money, and scientific discipline and expertise.

2. Do everything possible to obtain the needed hands-on and technical skills required for your assignment. You need to know the WHAT, HOW, WHEN, and WHY of improved practices and possess the deductive ability (this takes an understanding of basic ag tech concepts) and field experience for troubleshooting and for adapting recommendations to varying conditions. Don't shy away from professionals, farmers, seemingly ponderous tech references, or the field, they are your learning laboratory.

3. Whenever possible, work within the local extension system, not as an independent agent whose accomplishments are likely to evaporate when you leave.

4. Don't jump into extension work too quickly: During the first growing season, you'll have much to learn from local farmers, extension workers, ag supply stores, produce truckers, technicians, etc. about your work area's agricultural environment which includes soils, climate, pests, diseases, farming systems and practices, land tenure, credit, etc.

5. At the risk of belaboring the obvious, your language skill and development worker skills are crucial.

6. Get out and meet the farmers in their fields and begin to establish a rapport. Get your hands dirty by pitching in on field tasks and by putting in your own plots too. Too many extension workers have the "white collar" syndrome.

7. Narrow down your target: You can't possibly reach all farmers; identify a group of "contact" farmers with the help of village leaders, small farmer cooperatives, and extension workers. Remember that super-progressive farmers may be looked upon as too exceptional by others you're trying to reach. Good contact farmers are usually more effective in promoting proven practices than extension workers themselves, and this also fosters self-reliance and true skill transfer.

8. If pressed into an advisor role, don't play "expert" but try to EDUCATE farmers instead so that they learn the what, how, when, and why. Remember how frustrating it is when a doctor hands you some pills and says, "take these", without telling you what's wrong or how to prevent it.

9. Never promote or demonstrate a new practice that has not been adequately tested under local conditions.

10. Don't automatically condemn seemingly primitive or unprofitable growing practices. There is usually more to them than meets the eye.

11. Be humble and have a realistic attitude concerning your skills. Any farmer can make a fool out of any PCV or even out of any expert. However, it works the other way too. Each of you holds part of the key to better yields, but it takes cooperation for things to work.

THE SMALL FARMER AND HIS RESPONSE TO CHANGE

In the developing countries, most small farmers with whom extension workers have contact are farmers in transition from traditional to improved production practices. They're aware of outside inputs like fertilizers, insecticides, and vaccines for livestock and may actually be using one or more of these, though usually in a haphazard manner. Although their first priority is often subsistence, once these needs are met, there's a strong motivation to produce a marketable or exchangeable surplus.

Much of the solution to hunger and rural poverty in the developing world hinges on the small farmer's ability to increase his/her returns from traditional crops by adopting appropriate improved production practices. "Appropriate" means in harmony with the environment and the cultural and economic situation of the farmer. "Improved varieties, fertilizers (chemical or organic), ag chemicals, new equipment suited to small scale farming, and technical assistance. It does not imply the total abandonment of traditional growing practices but, rather, the incorporation of suitable new elements.

Obstacles to Change

1. How Change is Perceived

Most small farmer are very keen observers of their surroundings and show a fine sense of timing in their farming operations. However, since traditional farming systems tend to be static and heavily reinforced by custom, they lack a built-in system for appraisal. As a result, small farmers often have difficulty making the type of comparative judgements needed to evaluate alternative practices. When confronted with an improved appropriate technology, they may fail to perceive the benefits for several reasons:

a. Failure to understand that a new practice and a traditional one are interrelated. For example, traditional plant densities (populations) are often too low to take full advantage of fertilizer use (i.e. a maize ear can only grow so big).

b. Failure to understand the relationship between input, timing, and method: An insecticide may not be effective unless applied at the right stage in the insect's life cycle. Phosphorus fertilizer may be largely wasted if left on the soil surface.

c. Failure to realize that benefits exceed costs of effort: This especially likely in the case of longer term investments or projects like soil conservation, liming, and composting.

d. The tendency to overestimate the variability of results for a given practice: On the other hand, extension workers tend to underestimate this variability. The actual variability (range of change) of a new practice can be easily determined by elementary statistical analysis of field trials conducted on area farms. Field trials (result tests) are designed to compare a new practice or "package" of practices with the present or "traditional" practices. They are conducted simultaneously on a number of local farms to obtain an overall idea of the new practice(s) performance in the area. Appendix D of the PC/ICE Traditional Field Crops manual shows how to conduct an elementary statistical analysis of properly run field trails.

2. Risk Avoidance

Farming is subject to numerous risks from weather, pests, diseases, price fluctuations, and other uncertainties. For the small farmer, these risks are accentuated by his/her precarious economic conditions. Much of the small farmer's supposed conservatism is really a very shrewd and natural attempt to avoid or minimize risk. This brings up two important points:

a. Farmers are more willing to undertake risks in their market-oriented enterprises than in their subsistence activities.

b. They are more likely to accept practices that reduce risks than those that might increase them. They are reluctant to replace traditional methods whose variability of outcome is known with new methods of unknown or possible greater variance.

Extension workers should be fully aware of the risk factor of any new practice, as well as its likely profitability, before deciding to promote it. Both researchers and extension workers (especially non-professionals) are prone to exaggerate the claims for a new practice, while farmers naturally discount them. Sadly, experience often justifies the farmer's attitude. Making conservative recommendations is a vital extension skill we'll cover further on. In addition, you should be able to conduct cost/benefit studies.

3. The Change Agent and the New Practices

The farmer usually becomes the scapegoat when improved practices fail to gain the desired acceptance. However, it's a serious mistake to assume that such failures are always due to some inherent resistance to change. In many developing areas, it's not unsual to find practices being promoted that haven't been adequately proven or adapted to suit local conditions. (Remember the countless variables that make agriculture such a location-specific endeavor with few "cookbook" recipes). This "promote before testing" syndrome is common among PCV's.

In some cases, host country extension workers may be underpaid, undertrained, bogged down in administrative tasks, and lack sufficient farmer rapport. Foreign extension workers such as PCV's may be handicapped by lack of training, local experience, and credibility, as well as by language inadequacies.

4. Traditional Customs and Food Preferences

You may already be aware of some of the problems in this area but will learn a good deal more about them during training and once in-country. Social, religious, and food customs and values can greatly affect acceptance of new practices, however beneficial. A good example is the general preference for white maize over yellow maize in most areas of Latin America, despite the latter's significant content of Vitamin A and white maize's widespread deficienty.

5. Lack of Farmer Incentives and Infrastructural Deficiencies

Small farmers seldom enjoy equal access with larger ones to the modern production factors involved in change such as credit, tech assistance, transport, roads, ag supplies and equipment, etc. The land tenure and distribution situation may also effectively dampen farmer incentives and can low prices and lack of marketing facilities.

Ideas, Conditions for Promoting Improved Crop Production Practices to Small Farmers

1. The new practice doesn't increase farmer risks.

2. It doesn't depart radically from current practices or require considerable retraining.

3. The potential gains exceed the added costs by at least two to one (This is the benefit/cost ratio).

4. The needed commercial inputs and associated services involved with the practice are readily obtainable at reasonable terms. For example, the spread of improved maize varieties in Kenya was greatly aided by the establishment of a network of 100 small seed suppliers.

5. The practice has been thoroughly tested in the area where it is to be introduced.

6. The pay-off from the new practice occurs in the same crop cycle in which it is applied.

7. The costs of the new practice are within the farmer's means. This usually implies access to reasonable credit.

We're well aware that these ideal conditions are seldom present in small farmer agriculture in a developing country, so let's look at some concrete ways of maximizing farmer response to improved practices under the less optimal conditions you're likely to encounter.

MAXIMIZING FARMER RESPONSE TO IMPROVED PRACTICES

Deciding whether to Test or Promote a Practice

We've seen there's a great temptation to omit the local testing phrase of a new practice before introducing it. This has probably caused more failures in crop improvement programs than any other factor. However, there are some practices that offer a high pay-off under such a wide range of conditions that a general recommendations is likely to be a winner without extensive local testing. Good examples are a moderate application of NP fertilizer to a cereal crop like maize at planting time along with a moderate N sidedressing at knee-high stage, mulching vegetable beds under low moisture conditions, or the practice of deep-setting tomatoes when they're transplanted. Unfortunately, the high return-widely adapted new practices are the exception in agriculture.

Before we look at the factors that determine the need for extensive local testing of a new practice, you should fully understand the difference between a result test (field trial) and a result demonstration. The result test is designed to obtain information on the suitability of a new practice and not to demonstrate or promote it. The result demonstration is the first step in promoting a locally proven (through prior result tests on local farms) practice to farmers. It is a serious mistake to conduct result demos of unproven practices and can seriously compromise the extension worker's credibility.

Factors which Decrease the Need for Extensive Local Testing of a General Recommendation before Promoting It

a. Local growing conditions are uniform over the work area (soils, climate, management level, etc.)

b. The adaptive research on which the general recommendation is based was technically adequate and was subjected to a rigorous analysis (including statistical analysis).

c. The adaptive research took place under growing conditions similar to those of the work area.

d. The new practice represents a single factor change (only one new input or change).

e. Capital requirements are low.

f. The potential benefits are high and not subject to real variation.

g. No changes in growing practices are needed.

h. The extension agent has had prior experience with the new practice.

i. The new practice reduces costs or shortages by replacing a higher priced or less available input with a lower priced or more available one. Examples: Substituting an animal-drawn cultivator for laborious hand weeding.

Some New Practices and their Relative Need for Extensive Local Testing Prior to Promotion

a. A new (improved) crop variety: Very extensive local testing needed along with detailed analysis of the results.

b. Fertilizer use: Low to moderate rates can be recommended on the basis of limited local testing, lab soil tests, and diagnosis of obvious visual hunger signs. Higher rates should be based on local farm experiments, result trials, and individual farm soil testing. Considering the many local variations in soil ferility, general recommendations often result in the application of too much or too little fertilizer or the wrong nutrient combination. For example, applying only N to a soil also deficient in P (phosphorus) may give the farmer only 25% of the yield response obtained when both are applied.

c. Mechanization: Depends on the model and type of equipment, appropriate technology, small scale equipment usually has a wider adaptation than most new practices, although soil and weather can affect performance.

d. Change in crop rotation or a new cropping system: Very extensive testing is needed (at least several years).

e. Disease and Insect Control: Chemical and Cultural methods have much wider adaptation than biogical ones. At least some limited testing should be done with specific chemical and cultural controls before promoting them to farmers.

f. Chemical weed control: Effectiveness varies greatly with different soils and weather conditions; local testing should always precede promotion.

g. Irrigation practices: Feasibility studies conducted by experienced technicians should always precede the installation of a new irrigation system; possible negative environmental effect must also be examined (i.e. salinization, ground water depletion, malaria, bilharzia, etc).

h. Introduction to a new crop: Very extensive testing is required.

How to Make Conservation Recommendations

Researchers and extension workers tend to exaggerate the benefits of a new practice, while farmers usually have a more objective attitude. Here are some rule-of-thumb adjustments for arriving at realistic claims:

1. Discount the amount of yield increase claimed for the new practice:

   a. An experienced extensionist with lengthy local experience can discount claims pragmatically.

b. Result test data is representative: Discount expectations of increased yield by an amount equal to the standard deviation (a measure of statistical variance that you can calculate using the PC/ICE Traditional Field Crops manual).

c. If the recommendation is based on outside data, discount the yield increase by at least 25%.

d. If test results occurred under a better than average crop year, discount increased yield claims by at least twice the standard deviation or by 35%.

2. Make an additional discount for less than optimum employment of the new practice by farmers

For example: The effectiveness of recommended fertilizer rates depends greatly on proper timing and placement. There are no rules of thumb here. Usually, the more complex the practice and the more new skills involved, the greater the discount should be.

3. Make conservative economic estimates on returns

A new practice's potential economic returns make fertile ground for exaggeration:

a. Base all estimated costs and returns on "farm gate" costs and prices so that items like transport and commission are included.

b. Use harvest time prices when estimating returns.

c. After calculating the additional costs for the new practice(s), add on an extra 10% as a safety factor.

NOTE: Obviously you might end up discounting claims to a ridiculous extreme if you applied all the above guidelines. Remember that the purpose is to make claims realistically conservative, so use your judgement.

Ways to Reduce Risks Associated with New Practices

Aside from assuring that new practices are adequately tested locally before promoting them, there are several other ways of reducing farmer risk:

a. It's usually better to encourage farmers to try a new practice on only a portion of their land. This reduced both risk and hesitation and also enables the farmer to make comparisons.

b. In the case of purchased inputs, recommendations should be geared to providing the low budget small farmer with the maximum return per dollar spent rather than maximum profit per hectare. This is especially true for a high cost item like fertilizer; since yield responses begin to drop off as rates increase, low to moderate dosages will give the best return per dollar. (Bigger farmers can work on the "K-Mart principle" of high volume, low return per dollar which gives maximum profit per hectare).

c. Make sure that farmers thoroughly understand the how, what, when, and why of the new inputs or practice(s).

d. Small farmers in any area will vary in skills, capital, and management ability. The extension service should make sure that its recommendations are tailored to the needs of the majority but should also make provision for the special needs of more advanced farmers.

e. A "package" of practices that addresses the major yield-limiting factors simultaneously may also reduce risk under certain conditions.

The "Package of Practices" Approach

In most cases, low crop yields are caused by the simultaneous presence of several major limiting factors, rather than by one single obstacle. When a specially developed and locally adapted "package" of improved practices is used to overcome these multiple barriers, the results are usually much more impressive than those obtained from a single practice approach. Improved practices tend to complement each other and produce yield increases that are considerably higher than the sum of their effects when applied individually. Some examples:

1. In a trial in India, a hybrid maize variety yielded 8000 kg/hectare compared to 2000 kg/ha for a local variety when both received 80 kg/ha of nitrogen plus adequate weed and insect control. However, in village demonstrations, the same hybrid yielded only 2000 kg/ha compare with 1800 kg/ha for the local variety when both were grown without fertilizer under traditional practices.

2. Results from a trial conducted with wheat in Mexico

Treatment	Yield Increase
Irrigation	5%
Fertilizer	135%
Irrigation + Fertilizer	700%

3. In trials with grain sorghum, ICRISAT (an international research center for semi-arid tropical ag in India) found that improved varieties, fertilizer, and better management each increased yields when used alone. However, the yield gain from applying all three practices at once was much higher (5370 kg/ha) than the sum (3640 kg/ha) of the individual yield boosted from applying each practice by itself.

A specific crop "package" consist of a combination of several locally proven new practices which are also tested in their combined form. Few packages are readily transferable without local testing and modification. Most packages include several of the following practices: an improved variety, fertilier, changes in plant population and/or spacing, improved control of weeds-pest-diseases, and improvements in land preparation, water management, harvest, and storage.

It should be stressed that a package does not always have to involve considerable use of commercial inputs. In fact, extension efforts can often effectively focus initially on improving basic management practices that require little or no investments (i.e. weeding, land preparation, changes in plant populations and/or spacings, seed selection, timeliness, etc). This helps assure that small farmers benefit at least as much as larger ones, especially in regions where credit is deficient.

1. A sound package usually produces considerably higher yields and returns than a single input approach.
2. The likelihood of a positive response is greatly increased.
3. The results of the single practice approach may not be impressive enough to encourage farmer adoption.

Disadvantages of the "Package" Approach

1. If the package fails, farmers may conclude that all of the individual practices are unproductive.
2. More adaptive research and local testing are required to develop a proven package for an area.
3. The package may favor the larger farmers who have better credit access needed to purchase the added inputs.
4. Unavailability of a component input or its faulty application may make the entire package fail (i.e. an overdose of insecticide that severely damages the plants).

Making Ag Research and Extension More in Tune with Small Farmer Needs

A surprisingly small number of farmers in the developing countries are actually following the recommendations of researchers and extension worker. We've seen that the farmer often ends up the scapegoat if the extension programs fail, although infrastructural deficiencies or the inappropriateness of the new farmers' practices themselves may be actually to blame. Why are farmers, extension worker, and researchers often so out of touch with each other and what can be done about it?

1. There is a tendency for researchers to get bogged down in over-professionalism, resulting in a lack of farmer-oriented research and a hesitancy to venture out beyond the comfortable confines of the experiment station
2. Farmers, extensionists, and researchers each have complementary experience and skills needed to solve the crop improvement puzzle; they can't do it alone. Farmer feedback is vital to successful extension efforts so that practices can be made truly appropriate. Likewise, extensionists should maintain close contacts with researchers and experiment stations. Such three way cooperation holds the key.

From: SOME PRINCIPLES AND PRACTICES OF SUCCESSFUL AG EXTENSION WORK
By: John Guy Smith and David Leonard

THE RESULT DEMO PLOT AS AN EXTENSION TOOL

I. WHAT IS A RESULT DEMO PLOT?

Designed to provide farmers living proof of the benefits of a new practice or package of practices; it's actually two plots (improved and traditional) compared side by side.

II. RESULT DEMOS AND THE RESEARCH-EXTENSION CHAIN

Developing and testing new practices vs. promoting them; where do result demos fit?

A quick look at the Research-Extension Chain:

DEVELOPING

Pure Research - Biological Sciences
Basic Research - Agric. Sciences
Applied Research
ADAPTIVE RESEARCH: "Customizing" recommendations to local agro-environments

Small plot tests at national and regional experiment stations using promising leads of applied research

AND

On-farm experiments: The "best bet" practices derived from the small plot trials are tested at various levels (rates, etc.) and in varying combinations under on-farm conditions. Due to their complexity and need for precision, they should be supervised by researchers and assisted by extension workers.

TESTING

On-farm result tests: The most promising practice or "package" is tested for profitability by extension workers and farmers under actual farming conditions. This is the "acid test" of suitability.

EXTENSION

PROMOTING

Result demonstrations (or Result-Method Demos)
Method Demos
Other extension tools
Farmer Feedback and Adjustment of Recommendation

Researcher　　Extension workers　　Farmers

Promoting practices without adequate prior testing is a comon syndrome among PCV's and extension workers. No wonder farmers often appear to be resistant to change.

III. HOW TO SET UP A RESULT DEMO PLOT

1. Select an appropriate practice or "package" to demonstate

   a. Given your lack of local experience and time to adequately test practices, rely on the local extension service to provide appropriate choices; always check to see if adequate local testing has been done; the amount needed will vary with the practice; i.e., selecting an adapted improved crop variety requires much more lengthy local testing than the use of mulch or insecticides.

   b. One practice vs. a package: Although a package may be more complex and cost more, it may be the only way to achieve good enough results to interest farmers. A well designed package actually reduces farmer risk.

   c. The practice(s) chosen should be affordable, adapted, an proitable for the majority of farmers in your area. Extension services that really have their act together may divide the region's target farmers into several recommendation domains, each with an adjusted package to reflect variations in soil, topography, econonic circumstances, etc.

   d. Gestation period: At least in areas where extension efforts are relatively new, practices that produce results in weeks or months are more likely to be readily accepted than those requiring longer periods.

2. Select a cooperating farmer (or organization)

   a. Don't run the demo on your own land. Farmers are most impressed by the results obtained by other farmers, not by a PCV or ag agent.

   b. Choose key farmers who are influential but not necessarily the best or most progressive, since they may be regarded as eccentric or as favored pets of the extension service.

   c. Group demos on rented land are OK, but the group should be a preexisting one (like a co-op) rather than one specially organized for the demo.

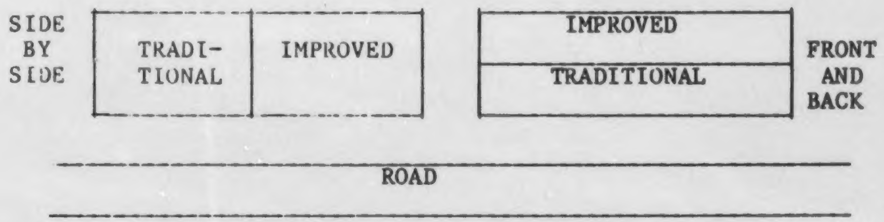
   d. Since the farmer or farmer's group should do most of the actual work (this makes the demo credible), be sure tha this is understood. This brings up the question of whether the inputs should be donated or charged for.

3. Choose a suitable location and layout

   a. Site criteria: A conspicuous location with good exposure like near a road or trail. The land and soil should not be a typically favorable or unfavorable but representative of target farmers' situations.

b. Size: Large enough to be realistic but not so big that it's difficult to visually compare the traditional and improved practice plots side by side. A couple hundred sq. meters per plot would be adequate for a maize demo, with less area sufficing for more intensive crops like vegies. It's also easier to find cooperative farmers if they know that the plots will be small, thus minimizing any perceived risk.

c. Plot layout: Decide the best way to show off the demo to an audience, plus consider audience size. A side by side layout is better than a front and back layout.



It's usually best if the rows run front to back rather than parallel to the viewing area. This makes it easier for farmers to enter the plots.

4. Provide adequate supervision of the demo

   a. Both the extension worker and the farmer need to be thoroughly familiarized with the what, why, when, and how of the various operations involved.

   b. Make sure the needed inputs are on hand.

   c. Make sure that the inputs and other practices are correctly applied on schedule.

   d. Avoid the tendency to favor the improved practices plot by giving it an unrealistic amount of TLC.

   e. Keep accurate records, including rainfall which will help analyze the success (or failure) of the demo.

IV. PROMOTION AND FOLLOW UP

1. At what stages will the demo produce visible results worthy of farmer attention? i.e. only at harvest or at earlier stages too (like color and plant size difference).

2. Arranging farmers visits

   a. Unsupervised, unscheduled "stop by anytime" visits: Need explanatory signs in writing and with pictorial explanations for those who can't read. This type of visit should only be a supplement to supervised visits.

b. Supervised, scheduled visits conducted periodically at key stages. Since new practices usually require a combination of explanation and instruction, a combined result-method demo may be appropriate. However, dont count on farmers being convinced enough to try the new practices even by the time successful demo reaches harvest stage. Also, farmers may not be able to apply the practices till next cropping season.

It's often appropriate to schedule separate method demos at a later date (i.e. even well after the result demo). Such method demos should be timed to coincide with the crop's actual production cycle and may involve several staggered method demos to that farmers can learn the new methods within a month or less of having to apply them.

c. Any result demo scheduled visit session should provide farmers with realistic cost-return data for the practices. Researchers and extension workers tend to exaggerate the claims and benefits of a new practice. Be conservative yet realistic. Remember that a typical result demo is small scale and therefore more pampered then when farmers implement the methods on larger fields.

V. WHAT ABOUT THE "SPONTANEOUS" DEMO?

A spontaneous Demo is a very effective type of demo using a farmer's field that already demonstrates the benefits of what you're trying to promote. One advantage of the spontaneous demo is that it escapes the possible stigma of appearing contrived like a purposely organized result demo.

THE USE OF THE METHOD DEMONSTRATION AS A TEACHING DEVICE

Principles of learning as applied to the method demonstration.

A method demonstration is an organized system of teaching people how to do a practice or skill. It has been used in many countries since extension first came into existence. The basic principle of the use of this method of teaching people is that the people are taught a skill, one step at a time. It has long been known that people learn more, retain more and learn faster if the information being taught is presented in definite, clear-cut steps, where each single step advances the learner one stage nearer to the completion of the skill.

The sense of hearing

The method demonstration requires a teacher and a learner. This requires a teacher who understands how people learn. An understanding of how the senses are employed in learning a skill is basic for the ability to teach. The sense of hearing plays a very useful and important role in learning, but it can easily be pointed out that learning certain skills can take place without the use of this sense. A deaf person can be taught to do most tasks except those requiring the use of the ear to do the job. People have been taught rather complicated skills where the teacher and the learner had no common language ability. Thus the sense of hearing is not absolutely essential for some forms of learning. About ten per cent of the skills we learn are attributable to the use of the ear.

Hearing has limits in learning

Imagine how limited your learning would be if hearing was the only one of the five senses you possessed. It is almost impossible for a person to tell another how painful it was when he broke his arm. Could you tell another person the difference between paraffin and petrol? There are more effective methods of teaching than by just telling. Hearing alone is not enough.

The sense of seeing and learning

There is evidence to support the argument that the use of the eyes is not absolutely essential to learning, but admittedly, sightlessness is a far greater handicap here than deafness. About 35 per cent of the skills we learn are accomplished through the use of the senses of hearing and seeing. These are not hard and fast figures since individuals vary greatly in the use of these senses. It is definite that the combined use of the two senses serves the learner to greater advantage than the use of either of them separately.

We learn skills best by doing

There is only one way of knowing that a skill has been learned, and that is when the teacher actually sees the learner doing the job that is being taught. The use of the hands (doing), along with the application of hearing and seeing, increases our effectiveness in learning a skill. Seventy-five per cent of all skills learned make use of the senses of hearing, seeing and doing. Some skills may require the sense of taste and smell. We use our sense of taste to determine when milk is souring.

We use our sense of smell to distinguish between paraffin and petrol. Obviously, the limitations of the use of these senses arise from any danger coming from this activity. We do not identify poisonous insecticides by taste, nor do we detect poisonous gases by smell.

Your subject must be timely.

Before deciding what you will demonstrate, it is a sound practice to be certain the subject meets a few basic requirements. This can be determined by asking yourself first: is the subject timely? It is not time to demonstrate coffee pruning before the tree is planted. It is not time to demonstrate maize harvesting when it has just been planted. It is not timely to teach farmers how to operate tractors when they do not own them, and may not for a long time.

The farmer must need the skill.

The next question to ask yourself about the subject is: does the farmer need this skill? The fact that you feel the farmer needs to be taught a new method has little bearing on the farmer's opinions. You can say the farmer needs a skill when he has so decided for himself. If you cannot convince him he has a real need for the subject you plan to demonstrate, perhaps it is not time to attempt to demonstrate it.

If he cannot afford it - don't teach it

The third question is: can he afford it? Again, if the farmer does not believe he can afford it, he will not adopt your practice. It is only when he can be convinced that he cannot afford to farm without adopting your practice that he will ask you to help him to learn to use the information.

The materials must be available.

There yet remains another question: are the materials available? It is of little use to select the subject of a new hybrid maize to be planted if the seed is not available.

The questions asked about the subject to be domonstrated seem to be elementary, but many a demonstration has been doomed to failure before it was started, simply because one of these questions could not be answered - Yes.

How to use the method demonstration

It is helpful to think of a demonstration from the standpoint of three periods:

1. Before the meeting.
2. At the meeting.
3. After the meeting.

Careful planning is required for each of these periods.

Before the meeting

In setting up the time for a demonstration, we are not only to think of the hour, the day, the month and the season. There are other considerations about the time. It would not be a good time to give a demonstration when you would run into competition with another meeting, or perhaps a visit to your area by a V.I.P. Such competition would be difficult.

Select the site

In regard to a place for a demonstration, the important thing is to be certain that you have a satisfactory site at which to hold it. The key point for each consideration in planning a demonstration is to plan ahead. You can be sure to have a site arranged if you take the matter up well ahead of time. Should you request a farmer to use his shamba to hold a maize planting demonstration, it would be disappointing to learn he had already planted his maize the day before.

Use a title which attracts an audience

Selecting a title which has an appeal is not always an easy job, but it deserves thought. You select a book by its title, or a magazine by its articles. A farmer may be attracted to a demonstration by a title which appeals to him or her, or he may not attend because it failed to arouse his interest. If you study your audience you can better know what appeals to their interests.

Teach one thing at a time

Your plans should be made to teach the farmer one thing at a time. You will only confuse the issue if you try to cover the entire area of coffee culture in one demonstration. He will remember most of the details about one phase of coffee culture, but he may forget several vital points made at a demonstration given on planting, pruning, mulching etc. Plan to teach one thing at a time. It is best not to divide a farmer's interests between several phases of an enterprise, yet a demonstration must provide a challenge to the farmer if he is to consider it worth his while to attend.

Watch your language

The language to be used at your demonstration may well spell success or doom to your performance. Language is not referred to as meaning only the vernacular you will use, but even more important is the choice of words. Plan to use language at the level of your audience's ability. People are not impressed by big words. Why say "di-chloro-di-phenyl-trichlor-ethane" when you mean D.D.T.? The farmer may not even have heard of D.D.T. in which case it would be wise to refer to it as a dawa* called D.D.T. Aristotle said: "Think like a wise man, but speak in the language of the people". It is the best assurance that you will be understood.

Relate to experience

Whenever possible relate to experience of people. One example of this was heard at a demonstration. In placing fertilizer in a ring around the base of a coffee tree, the demonstrator was asked why he did not simply put the fertilizer in one pile. He was able to relate to experience as follows: he referred to the roots of the tree as the mouth of the tree and said: "when you want food you put food to your mouth. Fertilizer is tree food, put the fertilizer to the mouth of the tree - the roots". The farmers understand this kind of talk because it relates to every day experience.

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* medicine

A farmer who has lost a large part of his crop to insect damage fully understands the economic importance of a recurrence. Make your comparisons relate to the past experiences of your audience.

Have everything ready

Embarassing moments may come about at your demonstration because you failed to include an item on your list of materials. You may not be able to get a particular item if you wait until the last minute. It is possible that the duka* sold the last can of D.D.T. the day before. Plan well ahead to have your materials on hand.

Be ready for questions

Research will assist you to answer the difficult questions asked at your demonstration. Even then someone will ask a question you had not expected. Gather as much subject information as possible before you give your demonstration. When you are asked questions for which you have no answer, tell the person you do not have an answer. Inform him you will find it and give it to him another time. If you give misinformation, you will soon be found out. You cannot afford to lose prestige by giving incorrect information.

Practice

You will avoid making embarassing mistakes if you will practice your presentation ahead of time. Practice until you become an expert at the skill you are demonstrating. Practice makes perfect - become a perfectionist.

Outline your plan

The purpose of this whole exercise is to get the demonstrator to develop written plans. Written plans help a demonstrator to stay on the subject. They help him to give the demonstration with greater certainty and proficiency. A good plan causes the demonstrator to complete his demonstration without omitting any steps or key points and to give the same information at each similar demonstration in his location. The strongest support for written plans is that when they are used as guides, each step is given in its logical order. A step is an action by the demonstrator that brings the job being demonstrated one phase nearer to completion. A key point is information which prevents a step from being improperly done, or that might otherwise ruin the job. An example of a step is: add two ounces of D.D.T. liquid to four gallons of water. The key point for that step would be: stir the dawa and water to assure a uniform mixture. Unstirred, the mixture would fail to do the job.

At the meeting

We have been thiking of all the things to do before the meeting. Long time planning ahead is the only known method of preparing for the day of the meeting.

Plan ahead

On the day of the meeting you should have everything you will need ready to go. All necessary materials should be checked before leaving your home or office so that nothing will be forgotten. You should plan to be at the demonstration site at least twenty minutes before your audience arrives. This will allow you time to arrange your materials in their logical order for the demonstration. Plan for audience comfort. Plan to arrange them so that they can see every action on your part. Demonstrations during the hot weather, when the sun is at its peak are uncalled for and show poor planning. Plan for a cooler part of the day. At the meeting you must show enthusiasm while presenting your demonstration. If you do not appear to be interested and convinced in what you are saying, it is quite likely that your audience will not show interest either. Act yourself. Appear relaxed during the demonstration; if you have confidence in your ability this will come naturally. Talk to your audience at all times. There is a difference between talking to an audience and talking at them. An audience being talked to is aware of it. They can feel that they are part of the discussion. Avoid talking to one individual for any length of time. You can soon lose your main audience with such methods. Each member should be made to feel that you are talking to him.

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* store, shop.

Question techniques

Your audience should be made aware of each individual step as you present it. They should not only clearly understand just what it is you are showing them, but should also clearly understand the importance of the step to the total demonstration. The questioning technique can often be used to determine if you are being clearly understood. If you will also allow and encourage the audience to ask questions you will find it a useful means of noting your effectiveness in being understood. Each time one of your audience asks a question, repeat the question before you give an answer. First, it assures that each of your audience had an opportunity to hear the question. Secondly, it gives you time to organize your thinking and give a sound answer. Most people will not ask to have you repeat the question even though they may have been interested. Some demonstrators use the technique of having a member of the audience demonstrate his ability to perform a step to give confidence to the group. If one of them can do it, there is less doubt about their own ability to perform what is being demonstrated.

Repeat steps whenever necessary

In testing members of the audience you may find it is necessary to repeat a step. This is considered to be a good teaching technique. Let no one leave your demonstration unable to carry it out at home on his own.

Watch for the faster and slower learners

Some members of your audience may be faster in learning the skill than others. When the audience is doing the demonstration, faster learners may be used to teach or assist the slower learners. Use this technique whenever practical.

Give a summary

A brief summary of what you have been demonstrating before you close helps to refresh the audience and sends them away with the sequence of the steps in their proper order. This period also serves to give last minute warnings of any dangers or hazards to avoid. After your summary, encourage any final questions so that none may go away not knowing. Advise them where and how to get further assistance if needed.

Don't fail to advertise your next meeting

Extension workers should take advantage of every group at a meeting or demonstration to announce the next meeting. Even though your next meeting may be on quite a different subject, there is the possibility that some of the audience may contact people who will be interested. If it is to be related to the present demonstration, do not fail to announce that the next meeting will be one further step toward the total job. Remember, your present audience gives good promise of being your audience in the future, if you are giving a good, well-planned demonstration today. As a parting shot, you may have materials to hand out for today's demonstration, or a short comment about the coming meeting.

After the meeting

Follow-up

Although your demonstration is over for the day, it is not finished. Extension work requires continued evaluation. Your follow-up serves several purposes, one of which is an evaluation of your effort. If you have put on a good demonstration, the farmers should know how to do it. If you have convinced them of the need for practising the skill you taught them you can expect them to do it on their own farms. If they do nothing to use the practice, the matter needs to be investigated. All of these things are included in the follow-up.

It is not enough that you have taught him how to do a practice, he must be motivated to carry it out on his farm. If he has not adopted it, it may have been:

a. too difficult
    b. too costly
        c. untimely
            d. poorly planned
                e. not needed.

Any one of the above situations is reason enough for failure to adopt. Check the farmers so you can check yourself. Determine your short-comings. Correct them and avoid future failures.

PLANNING A METHOD DEMONSTRATION

1. Demonstration title: Garlic Onions are Easy to Grow for Food and Profit.

2. Why is this demonstration important to your audience?
    a. Garlic onions are a new crop in this area.
    b. Garlic onions grow easily.
    c. Garlic onions provide a good food addition for the home.
    d. There is an available market for a good crop of garlic onions.

3. Materials needed for this demonstration.

Equipment and supplies:

(1) Planting plot
(2) Jembe (hoe)
(3) Hand rake
(4) Stick one foot long
(5) Stick four inches long
(6) String
(7) Pegs
(8) One debe* of well-rotted farmyard manure
(9) Garlic onion bulbs

Visual aids and handouts:

(1) Pamphlet on "Planting Garlic Onions"
(2) Sample onion bulbs

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* oil tin

4. Presenting the Demonstration

Step by step activities	Key points
I Mark out the first row.	Use a string and pegs to mark the row. Make sure the string is tight.
II Measure second row one foot from the first row.	Use stick 1 ft. long to measure spacing.
III Additional rows are laid out at the same spacing.	Keep rows straight using string and pegs.
IV Make the planting furrows 1" deep.	Use jembe* to dig furrows along the line of the string.
V Place farmyard manure in furrows to the level of the ground.	Use well-rotted manure.
VI Mix the manure into the furrow soil.	Prevents burning of the bulbs.
VII Mark the planting spaces along the furrow.	Use 4" stick to lay out the spaces.
VIII Plant the bulbs at the 4" spaces in the furrows with the point of the bulb up.	Bulb point must be up. Firm soil around each bulb.

5. Summary of points made during the demonstration:

(1) Garlic onions can be planted during the long and the short rains.

(2) The planting space is 4" between plants in the row, and the rows are one foot apart.

(3) Furrows are dug and filled with well-rotted manure to the level of the ground.

(4) The manure is mixed in the furrows with the soil.

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*hoe

(5) A single bulb is placed at each 4'' space in the furrow.
(6) The point of the bulb is upward.
(7) The soil is firmed around the bulb for fast germination.

6. What are the people expected to do as a result of this demonstration?

The farmers are expected to plant garlic onions properly for an easy cash crop.

7. Plans for follow-up and testing the effectiveness of the demonstration.

(1) Visit the farmers who will plant onions and assist them as necessary.
(2) Visit again before harvest time to assist them with marketing their crop.

From: Agricultural Extension Training: A course Manual for Extension Training Programs; by J.D. Fisher, R.A. Wesselmann, and others; US AID Kenya; 1968; Reprinted April 1970; I.C.E., Peace Corps; Washington; pp. 9-16

Handout IV - 7 - A

PARTICIPATIVE & DIRECTIVE TRAINING STYLES

The Participative Trainer	The Directive Trainer
1. Involves the trainee in creation or revision of program objectives, and/or the identification of individual learning needs and objectives; strives to keep objectives related to where trainee is and wants to go.	1. Defines objectives for trainee achievement at the beginning of the program; holds to these throughout to maintain consistency and coherence.
2. Assists trainees in identifying possible learning activities and in effectively structuring such activities.	2. Decides what learning activities are most appropriate and expects trainees to follow this structure
3. Expects the trainee to learn by exploration and discovery, asking questions, making use of available resources and solving problems.	3. Expects the trainee to learn primarily by absorbing material through lectures, readings, etc., by memorization or practice and by responding to trainer questions.
4. Involves the trainees in decision-making; invites ideas, suggestions and criticism from the trainees.	4. Makes the decisions or carries out decisions made by the staff; does not invite suggestions or criticism from the trainees.
5. Structures the training so that unplanned and unexpected problems will be treated as learning opportunities.	5. Follows the schedule closely; avoids problems or dispenses with them quickly so they will not interfere with the planned sequence or schedule.
6. Promotes cooperative work among trainees and climate of openness, trust and concern for others.	6. Promotes individual learning effort, accountability and competition among trainees.
7. Promotes self-assessment by trainees and provides feedback of information needed by trainees to evaluate their own progress.	7. Personally assesses trainee performance and progress, usually through formal tests.
8. Involves the trainees in mid-course or final evaluation of training program, process, materials and its progress toward objectives and elicits suggestions.	8. Does own mid-course or final evaluation of training program and its effectiveness; draws own conclusions about needed revisions.

From: A Training Manual In Appropriate Community Technology: An Integrated Approach For Training Development Facilitators. By the Farallones Institute Rural Center and CHP International, Inc.

MEETINGS

Having initiated the process of breaking down problems into realizable tasks and developing local leadership, the extension agent can now commence with another means of organizing people -- holding meetings. If an issue is immediate, specific, realizable, and unifying, it will usually result in a meeting - either to solve the problem or to discuss it further. Meetings range from informal one-on-one meetings called "contacts", to group meetings to work or discuss informally, to formal meetings where local leaders and farmers make decisions about what to do according to a fixed agenda, perhaps at a prescribed and repeated time. In meetings it is most important for the extension agent to discuss what will happen and have the people take more and more responsibility for what goes on. When issues are unifying they become the topics for an agenda of a meeting - an action list of things for the group to decide and act upon. The use of an agenda or action list in more formal meetings is a good way to train local leaders to be good "organizers" of their own followings. The end result of a successful series of meetings may be an operating, valuable organization. Organizing meetings beforehand, making them work, requires long hours of preparation, planning, and "foot work". When farmers, for instance, are meeting successfully and regularly, they are well on their way as a farmer's association, an organization.

FIELD DAY CHECK CHART

To be used for planning and conducting field days. It would be useful for making your plans, as well as assisting you in upgrading your work and improving your demonstrations.

	Yes	No
I. The subject:		
1. Is the farmer ready to use the improved practice to be demonstrated?		
2. Does he need the skill or practice?		
3. Can he afford it?		
4. Have you selected a title that appeals to him?		
5. Have you planned to teach only one thing at a time?		
6. Have you collected all available information on the subject?		
7. Have you decided which language or vernacular you will use?		
8. Are you certain the practice or skill to be taught is not too difficult for him to learn?		
II. Plans made for the period before the meeting:		
*1. Have you arranged the time and date for your meeting?		
*2. Have you arranged for the demonstration site?		

	Yes	No
3. Will each farmer who attends your demonstration be able to see your actions?		
*4. Have you assembled all of the materials you will be needing?		
5. Are you planning your demonstrations to relate to the farmer's experiences?		
6. Have you practiced your demonstration until you can do it to perfection?		
7. Have you developed your demonstration using a standard plan?		
8. Did you write down each step?		
9. Have you listed all of the key points?		
10. Are your instructions written in a simple, understandable manner?		
*11. Were signs and/or posters used to direct the farmers to your demonstration?		
III. Plans made for the period at the meeting. (Plan before the meeting, check results after the meeting).		
1. Did you present your demonstration with enthusiasm?		
2. Did you act yourself?		
3. Did you talk to your audience?		
4. Was your demonstration explained to the farmers, step-by-step?		
5. Are you certain you were understood?		
6. Did you allow time for questions from the audience?		
7. Did you repeat steps when necessary?		
8. Did you assist the slower persons when they fell behind?		
9. Were faster persons used to assist you?		
10. Were the important steps summarized at the conclusion of your demonstration?		
11. Were final questions encouraged?		
12. Was reference material handed out at the conclusion of your demonstration?		
13. Were the farmers told where to get additional advice?		
14. Was there a list made of attending farmers?		
*15. Was your meeting held without conflict of other meetings?		
*16. Were photographs taken of activities at the meeting?		

	Yes	No
*17. Were records kept of the meeting for future use?		
*18. Were credit and recognition given to local farmers who contributed to your demonstration?		
IV. Plans made for the period following the meeting: 1. When the farmers left the meeting, did they know what to do on their shambas?		
*2. Were plans made for the next meeting?		
*3. Were they told what material, if any, would be needed for the next meeting?		
*4. Were they told to be thinking of the problems involved for the subject of the next meeting?		
*5. Was any publicity given to your meeting by the press, news release or radio?		
•Press		
•News Release		
•Radio		
V. Plans made for the follow-up: 1. Have the farmers changed over to use of the new practice that you demonstrated?		
2. Will you provide additional assistance if requested?		
3. Have the farmers called on you for further assistance in using your new practice?		

After the check chart has been used once to plan and conduct a domonstration field day, it would be necessary to re-check only those numbers with an asterisk * for each repeat performance. The check chart should be used, however, for each different demonstration being planned.

WORKING WITHIN THE SYSTEM

As an organizer I start from where the World is, as it is, not as I would like it to be. That we accept the World as it is does not in any sense weaken our desire to charge it into what we believe it should be--it is necessary to begin where the World is if we are going to change it to what we think it should be. That means working in the system!*

After entering your Peace Corps placements you will discover different power or influence structures. Cultivating their support or friendship should be thought of as a long term investment. You may not see the interest for years. Indeed, it may only be realized by the Volunteer who replaces you.

The national government and your Host Government Agency are an example of a power structure. An organization chart of government agencies is a good index of professional stature and accountability. Respect for position does create influence. With position comes salary and power over resources such as transport, tools, location of personnel. You will be helping farmers seek inputs from such powerful people and you will be directly accountable to them for how you utilize those resources.

Investment analogy mentioned earlier is directly applicable here. Try to get to know Ministry superiors and resource people. You will find they have a multitude of demands from within and without their Ministry clamoring for their attention. You are just another noise unless you take time to develop other than a strictly business relationship. An investment of time and interest in their concerns may mean a return in the form of a procedural headache that does not materialize, or the facilitation of the arrival of tools and seed rice.

You may also be interested in deeloping good working relationship with people who are not in professionally high stature positions. These are the shakers and movers of a Ministry. The carpenters, store keepers, lorry drivers, and secretaries in a Ministry can make your life much easier. The informal paths for doing things are often the quickest.

The trade off made between getting things done and working within a formal Ministry network may sometimes not be worth it. However, try to use the formal structures first to reinforce them and improve their efficiency. Try to make procedures flow smoothly. Rather than a Ministry clogged and cobwebbed from disuse, you may help to create an active, vibrant government agency.

FEEDBACK AND CONSTRUCTIVE CRITICISM OF ORGANIZATIONS

Another way to help the organization function more smoothly is to provide them with feedback. Diplomacy is very important. As guests it is important to temper justice with discretion. You may be required to make monthly reports to direct supervisors in the Ministry. Do not be afraid to include Ministry failures if they have affected your job.

Finally, you will be the facilitator of a small organization of Agro-Technicians, Field Assistants, and Farmers working towards similar goals. Use that as a model of how an organization can work. Do not be afraid to blow your own trumpet. Like a successful swamp demonstration, a successful organization can be a shining beacon of enlightment.

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* COMMENTS ON ORGANIZING FROM SAUL ALINSKY'S RULES FOR RADICALS

Some diseases which are found in Latin America (Categorized in terms of how they are transmitted)

Vehicle borne: (water, food, fomites/inanimate objects)

Typhoid fever
Tapeworm
Roundworm
Giardia
Amebic dysentery
Hepatitis
Fungus
Cholera
Tetanus
Shigellosis

Vector borne: (flies, mosquitoes, other insects)

Leishmaniasis
Chagas' disease (trypanosomiasis)
Hemorrhagic fever
Malaria
Yellow fever

Animal borne:

Rabies

Direct Contact:

Syphilis (sexually transmitted)
Gonorrhea (sexually transmitted)
Leprosy
Trachoma
Yaws
Scabies (sexually transmitted)
Herpes (sexually transmitted)

Air borne:

Tuberculosis

Some of the diseases which are found in Asia and the Pacific
(Categorized in terms of how they are transmitted)

Vehicle borne: (water, food, fomites/inanimate objects)

Shigellosis
Tetanus
Schistosomiasis
Hepatitis

Vector borne: (flies, mosquitoes, other insects)

Malaria
Filariasis
Dengue Fever
Encephalitis
Plague

Direct Contact:

Syphilis (sexually transmitted)
Gonorrhea (sexually transmitted)
Yaws
Hookworm
Polio
Scabies (sexually transmitted)
Leprosy
Herpes (sexually transmitted)

Air borne:

Tuberculosis

LIST OF MAJOR DISEASES AND THEIR GEOGRAPHICAL AREAS OF ENDEMICITY

Some of the diseases which are found in Africa (Categorized in terms of how they are transmitted)

Vehicle borne: (water, food, fomites/inanimate objects)

Schistosomiasis
Amebic dysentery
Hepatitis
Tapeworm
Roundworm
Typhoid fever
Cholera
Giardiasis
Shigellosis

Vector borne: (flies, mosquitoes, other insects)

Malaria
Onchocerciasis
Filariasis
Trypanosomiasis

Direct Contact:

Hookworm
Conjunctivitis
Scabies (sexually transmitted)
Leprosy
Syphilis (sexually transmitted)
Gonorrhea (sexually transmitted)
Trachoma
Yaws
Herpes (sexually transmitted)

Animal borne:

Rabies

Air borne:

Tuberculosis

Some of the diseases which are found in North Africa and the Middle East (Categorized in terms of how they are transmitted)

Vehicle borne: (water, food, fomites/inanimate objects)

Schistosomiasis
Hepatitis
Giardiasis
Cholera
Tetanus
Shigellosis

Vector borne: (flies, mosquitoes, other insects)

Leishmaniasis
Malaria

Direct Contact:

Polio
Gonorrhea (sexually transmitted)
Syphilis (sexually transmitted)
Trachoma
Scabies (sexually transmitted)
Herpes (sexually transmitted)

Air borne:

Tuberculosis

MINI-WORKSHOPS (SUMMARY OF NEEDED MATERIALS)

	SITUATION	MINI-WORKSHOP	EQUIPMENT/MATERIALS REQUIRED
(a)	Training site's kitchen/room equipped with Butagas stove/ outdoor fireplace or campfire	Purifying water by boiling, adding iodine, and adding chlorine	stove or fire; pot; water; household bleach; bottles for storing purified water; handout "Guidelines for Purifying Water" (attached)
(b)	Training site's kitchen/ room equipped with a basin and source of pure water	Exploring ways of assuring that fruits, vegetables, meat, bread, and milk are free of disease causing organisms - cleaning fruits and vegetables	basin; water; 2% tincture of iodine; fruits and vegetables; "Guidelines for Assuring Foods are Clean" (attached)
(c)	Room equipped with source of potable water and/or water for washing	Developing personal and dental hygiene guidelines - practicing hygiene with limited water supplies	soap; baking soda; toothbrush; potable water handout "Basic Guidelines for Personal and Dental Health" (attached); wash cloth; towel
(d)	Training site kitchen/ garbage disposal area/ outdoor space	Exploring hygienic disposal of solid waste and excreta	bucket of garbage/solid waste; shovel; handout "Basic Information Concerning Solid Waste and Excreta Disposal" (attached)
(e)	Area with table or space for examining the Peace Corps health kit	Using the Peace Corps health kit for health maintenance	Peace Corps health kit
(f)	Area with chalkboard or flipchart	Information on basic immunology and immunizations required to prevent disease while living overseas	Chalkborad/flipchart; chalk/markers; handouts on "Basic Information on Immunizations" and "Antibody Creation" (attached)

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Guidelines for Purifying Water

Boiling - In this method, water is allowed to boil for fifteen minutes after the first bubbles appear. It is important to follow this procedure because the process is dependent on both heat and time. Some organisms will be killed at high temperatures, but only after exposure to that temperature for a certain period of time. Once the water has been boiled, a pinch of salt can be added to improve the taste. Boiled water should be stored only in disinfected, covered containers with a tap for dispensing water to avoid contamination. A cup should never be used to remove boiled water from a container.

One problem with boiling water is fuel. In many places the only available fuel is wood which can be expensive. In addition, the excessive cutting of trees contributes to soil erosion which may lead to flooding. Where possible, other fuels should be used. One such alternative fuel is gas produced from animal (buffalo, cow) manure. This process is called biogas.

Chlorine - Chlorine compounds render water safe to drink if chlorine is added in the proper amounts and if the water is allowed to stand 30 minutes before drinking. The amount of chlorine to add depends on the compound used and the condition of the water. Ordinary household bleach is an excellent source of chlorine.

Cloudy water usually contains organic matter which will combine with the chlorine, taking it away from its intended use as a disinfectant. The usual procedure in this instance is to double the dosage as indicated in the table below. The stronger chlorine compounds require proportionately less chemical to disinfect.

Dosage of Bleach Solution 5% Active Ingredient

Amount of Water	Clean Water	Cloudy Water
1 liter	2 drops	4 drops
4 liters	8 drops	16 drops
11 liters	¼ teaspoon	½ teaspoon

Iodine - Another excellent chemical used for disinfection of drinking water is iodine. This is commonly available as 2% tincture of iodine which can be purchased at any pharmacy. The usual dose is five drops of iodine for every liter of clear water. The dose is doubled for cloudy water although it is better to first filter the water. Once treated, water should be allowed to stand for 30 minutes before use.

All disinfected water should be stored in a disinfected container complete with a lid and top. Care should be used in handling the iodine solution because of its straining properties.

Adrounie, Harry; Chelikowsky, Bruce R.; and Hagen, David L. Environmental Health Field Manual for Sanitarians. Honolulu: Rural Sanitation Manpower Development Project, University of Hawaii, 1980.

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Basic Guidelines for Personal and Dental Health

Personal Hygiene

1. Always wash your hands with soap when you get up in the morning, after having a bowel movement and before eating.

2. Bathe often—every day when the weather is hot. Bathe after working hard or sweating. Frequent bathing helps prevent skin infections, dandruff, pimples, itching and rashes. (Where water sources are limited, learn to conserve water. Take frequent sponge baths. Be sure not to contaminate your safe water supply. Pour the water you'll need into another container for use.)

3. In areas where hookworm is common, do not go barefoot. Hookworm infection causes severe anemia. These worms enter the body through the soles of the feet.

4. Brush your teeth at least once a day and, if possible, after every meal. If brushing is not possible for some reason, rub your teeth with salt and baking soda. (Werner, 1977:230)

5. Ideally, being able to run a strong thread or dental floss between your gums and teeth is good. If this is not possible, toothpicks or sharpened sticks can be helpful.

6. If children or animals have a bowel movement near your house, clean it up as quickly as possible.

7. Hang or spread sheets and blankets in the sun often. If there appear to be bedbugs, pour boiling water on the bed and wash the sheets and blankets.

8. Beware of dogs and cats from outside. Don't let them into your house. They can carry fleas and other insects which can cause disease.

9. Try to clean your house often. Sweep and wash the floors, walls and beneath furniture. Fill in cracks and holes where roaches, bedbugs and scorpions can hide.

10. Ideally all water that does not come from a pure water system should be boiled before drinking. This is especially important when there appear to be cases of typhoid, hepatitis, cholera or diarrhea. Water from holes or rivers, even when it looks clean, may spread disease if it is not boiled or disinfected before use.

11. Try to store foods in insect- and rodent-proof containers to prevent contamination. Keep food covered.

12. The common use of human feces for fertilizer makes it necessary to kill intestinal pathogens which may be on foods, such as fruits and vegetables. A disinfectant such as chlorine or iodine will kill these organisms.

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Basic Guidelines for Personal and Dental Health (Continued)

13. Use clean cooking utensils and dishes. They should be washed with hot water and soap, airdried in the sun if possible, and stored in a clean place. It is espcially important to use hot water and soap when washing dishes used by a sick person so that germs will be killed and not passed on to healthy people.

14. Only eat meat that is well cooked. Be careful that roasted meat, especially pork, does not have raw parts inside. Raw pork can carry the organisms responsible for the disease of trichinosis.

15. Be careful of food that is old or smells bad. It may be poisonous. Don't eat canned food if the can is swollen or squirts when opened. Be especially careful with canned fish.

16. Pay attention to your diet. Good nutrition helps protect the body against many infections.

17. If you smoke cigarettes, try to quit. Put your energy into something healthier and more constructive.

18. Try to get some kind of daily exercise like walking, doing calistenics, bicycle riding or other activities in which you use your heart and lungs.

Information from:

Werner, David. Where There is No Doctor.

Environmental Health Field Manual for Sanitarians. RSMD Project, University of Hawaii, 1980.

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Basic Information Concerning Solid Waste and Excreta Disposal

Solid Waste Disposal - Our concern about solid waste is that if not properly disposed of it attracts rodents and insects, water and air become contaminated, fire hazards increase, unpleasant odors are common and the area looks unattractive. The rat is a very common inhabitant of places where solid waste is deposited. Food and shelter are provided and the rats multiply. Aside from the danger of a rat bite or problems associated with damage to crops and stored food, rats present a health problem in the form of typhus and plague. The flea, which is the vector, uses the rat as his transportation and ultimately its destination may be us. By removing the rats' food and shelter, the rat population will be contained and the prospects of disease transmission occurring will decrease.

Insects will always be with us but we can reduce our exposure to them by taking simple, yet effective steps. Insects require food to live and a moist habitat to breed. Many types of solid waste, especially garbage, provide these two items. While other insects may be a problem, flies are the ones we are concerned about due to their ability to transmit organisms to man from an infected source. If solid waste is disposed of properly, the fly will have to search elsewhere for its food and breeding area.

Some ways in which to dispose of solid waste include:

1. Burning all garbage that can be burned. However, the main problem with this practice is that the solid waste is never fully incinerated. Besides the residue of ash, many of the items in the waste will be found intact. This applies not only to plastic or metal, but also to garbage. If the garbage is not fully burned, it retains its lure to our public health enemies, the rat and the fly. So another possible method for waste that isn't burned is:

2. Burying solid waste in the earth. Garbage that cannot be burned should be buried in a special pit or place far away from houses and the places where people get drinking water. (Werner, 1977:137) These wastes should be buried and covered with at least 45 cm. (1½ ft.) of earth. Other methods include:

3. Recycling.

4. Composting organic material.

Excreta Disposal - There are many different ways to dispose of excreta, and they all should adhere to the following requirements:

- The surface soil should not be contaminated.

- There should be no contamination of ground water that may enter springs or wells.

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Basic Information Concerning Solid Waste and Excreta Disposal (continued)

- Excreta should not be accessible to flies or animals.
- There should be freedom from odors or unsightly conditions.
- The method used should be simple and inexpensive in construction, operation and maintenance.
- Use the excreta for agricultural or other uses only after it has been treated.
- In the installation of excreta disposal facilities a safe distance from water sources should be maintained--at least 30 meters (96 feet).

The most common type of excreta disposal system found in rural areas is the pit privy. It is composed of a hand-dug pit over which is placed a squatting plate or slab. A shelter is usually constructed around this. The pit privy is a minimum-cost solution providing for defecation with or without water use, excreta storage, digestion of waste solids and seepage of urine and moisture into the surrounding soil. Once full, within 50 cm. (2 ft.) of the top, it should be filled in and another pit used. After nine to twelve months, the old pit may be uncovered and the sludge remaining used for fertilizer. It takes this time for all pathogenic organisms to die. Once emptied, the old pit can be used again.

The location of the privy is important. Place it downhill and maintain a distance of at least 30 meters from a water source unless the well is very deep (30 meters or more). The size is also important. Ideally, pit privies should be designed to have at least four years storage capacity. The sludge volume for a dry pit (one which does not penetrate groundwater) is 40-60 liters (approximately 10-15 gallons) per person per year. Due to the digestion of sludge which takes place in the pit and percolation of liquid into the soil, the actual volume of material may be reduced to 20% of the total volume of feces and urine deposited. A pit 2.5 meters (8½ feet) deep and 90 cm. (3½ ft.) square should serve a family of six for five years.

Adrounie, Harry; Chelikowsky, Bruce R.; and Hagen, David L. Environmental Health Field Manual for Sanitarians. Honolulu: Rural Sanitation Manpower Development Project, University of Hawaii, School of Public Health, 1980.

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Guidelines for Assuring Foods are Clean

Some Illnesses are Caused by Unclean Foods/ Foods Which Carry Disease-Causing Organisms

FOODS USUALLY INVOLVED	WAYS TO PREVENT SPREAD BY FOOD
Raw fruits and vegetables contaminated by dust, flies, water, soil, night soil fertilizer	Wash thoroughly with Lugol's solution (see next page for a description of Lugol's solution); remove peels; cook thoroughly if possible.
Raw or undercooked meats and meat products.	Cook these foods thoroughly. Cook garbage fed to swine. Get rid of rats in hog lots.
Cracked or dirty eggs contaminated with poultry excreta, meat meal, bone meal, or fish meal. Poultry meat contaminated by unsanitary handling.	Use only clean eggs with sound shells. Soiled eggs should be washed. Handle poultry meat and eggs under clean conditions. Store them in a cold place. Cook thoroughly and refrigerate if not eaten at once. After handling raw eggs or poultry, wash your hands thoroughly.
Home canned foods, or sometimes commercially prepared foods.	Cook canned meat and vegetables thoroughly before serving. Boil 15 minutes and stir to make sure you heat all parts.
Moist or prepared foods, milk, other dairy products or water contaminated with excreta.	Strict personal cleanliness in food preparation; keeping moist foods cool during storage periods; cooking foods before serving; getting rid of flies. Persons with dysentery should not handle food. Dispose of human wastes safely.
Raw contaminated milk, dairy products, or meat.	Get rid of brucellosis from livestock by vaccinating young animals and slaughtering infected older animals. Boil milk used to drink or to make other dairy products.
Milk Contaminated by humans with the illness.	Make the milk safe by boiling. Search for the person carrying the illness and isolate him from other people.

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GUIDELINES FOR ASSURING FOODS ARE CLEAN (Continued)

Foods contaminated by a discharge from the mouth or nose of a person who has disease germs in his body, whether he is sick, about to get sick, or immune.

Milk from cows with udder infections caused by these organisms.

Boil milk used for drinking or to make other dairy products. Keep persons with the disease from handling food. Separate them from other people.

General Guidelines for Food Purchasing, Storage, Preparation, and Serving

When you purchase, prepare and serve food it is important to:

- select good quality food. Food should smell fresh, come from a clean source, be protected from flies and dirt, and have a fresh attractive look and color.
- keep yourself clean
- keep dishes and equipment clean
- keep the cooking and eating area clean.

Food can become unsafe to eat if it is:

- served by a person carrying disease germs
- served in soiled dishes
- eaten with dirty utensils and hands.

Keep everything clean. Cleanliness helps to keep away disease germs. Clean food is likely to be safe food.

When preparing foods:

- store them for a very short time
- prepare in clean containers
- cook thoroughly
- serve immediately
- don't save leftovers unless you can put them in clean, covered containers in a cool place.

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Guidelines for Assuring Foods Are Clean (Continued)

Lugols' Solution:

This is an iodine compound which is an effective disinfectant and is available at most pharmacies. The solution should contain 5% iodine or 50,000 ppm when purchased. It should be kept in a brown glass bottle; light in the presence of air will destroy the iodine very rapidly if it is kept in a clear glass container. The concentration will decrease in a brown bottle also, but much slower. Lugol's should prevent a bright light from passing through the bottle and solution and a person should not be able to see the bottom of a tablespoon full of Lugol's when held in a brightly lit room. If these two criteria aren't met then the Lugol's is weak and the amount used must be increased.

In using Lugol's, the following dilution schedule should be followed:

1. If Lugol's solution appears dark and is used within one month of the date of purchase, add five tablespoons to every four liters of water.

2. If Lugol's solution appears dark brown and is not used within one month of the date of purchase, increase the amount by one tablespoon per month after the first month of purchase. For example, during the first month after purchase, use five tablespoons and during the second month use six tablespoons.

3. If Lugol's allows light to pass through it, do not use it; purchase a good bottle.

4. Always allow vegetables a contact time of 20 minutes with "good" Lugol's. Keep it in a cool, dark place.

5. The above schedule can also be used with chlorox.

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BASIC HANDOUT ON IMMUNIZATION

Vaccines are special "medicines" which if administered properly, can prevent some diseases. We call this process immunization.

Immunization: Immunity and antibodies

If you had whooping cough as a child, you only contracted it once because your body became immune to it. The body produces certain antibodies which are special proteins found in the blood. These antibodies fight the organisms that cause disease or the toxins (poisons) that organisms make. Antibodies attach themselves to an organism and kill it off or they attach themselves to toxins and stop them from causing harm. The antibodies which fight toxins are called antitoxins. A different kind of antibody fights each organism or toxin. For example, measles antibodies only fight the measles virus, they have no effect on malaria. Antitoxins against tetanus are not helpful against diphtheria.

While a child is ill with measles, the body begins to produce the special antibody against the measles virus. The body continues making this antibody, thus the child becomes immune and never has measles again. When the body makes its own antibodies, it has an active immunity. The body becomes actively immune in two ways, either from the disease itself or from a vaccine. These vaccines are grown from harmful organisms and either killed (dead vaccines), or made weak (live vaccines). Because the organisms in a vaccine are weak or dead, they cause no harm beyond what may be mild symptoms (such as a mild fever). When the vaccine is given, the body produces antibodies against the particular organisms thus preventing the body from becoming ill from the disease itself. When disease makes the body immune, it has a natural active immunity. If vaccine is given to make the body immune, it has an artificial active immunity.

Active immunity is the best kind because it allows the body to continue

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producing its own antibodies. The only problem is that it may take several weeks or longer before the body becomes immune. If necessary, the body can be made immune immediately by injecting antibodies from another person or animal. These antibodies give the body a passive immunity for a relatively short period of time (usually about two weeks).

The body can receive natural passive immunity while still in the mothers uterus. The antibodies and antitoxins are present in the mothers blood and are passed to the child's blood before birth. At birth the child is immune to the same diseases as the mother.

Natural passive immunity explains why children do not usually have certain diseases until they are about three months old. By this age, most of the antibodies they were given at birth from their mothers have gone. By injecting new antibodies from an immune person or animal, we can give the body an artifical passive immunity. For example, we can inject tetanus antitoxin into an injured person who might have tetanus bacteria in his wound. The antitoxin makes the body immune immediately, before the body has had time to make its own antitoxin. The injected antibodies or antitoxin are soon destroyed, giving the body artifical passive immunity for not more than a couple weeks.

It is important to remember that live vaccines die easily and become useless. Therefore, care must be taken in the transport and storage of such vaccines. The same is true of dead vaccines but to a lesser extent.

Examples of live and dead vaccines:

Live vaccines	Dead vaccines
BCG (against T.B.)	Diphtheria
Polio	Whooping cough
Measles	Tetanus
	Tetanus toxoid

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Some Common Immunizations Given to Peace Corps Volunteers

NOTE: This is meant to be a representative list of some of the most frequently used immunizations. The actual selection may vary from one volunteer to another and from one country to another, depending on regional considerations, local governmental guidelines and changing circumstances. For example: a local outbreak of measles or cholera might mean immunizations for everyone. It is the responsibility for each volunteer to make sure that his/her immunization records are kept up-to-date during Peace Corps service.

TYPE	VACCINE LIVE/DEAD	IMMUNITY ACTIVE/PASSIVE	TIMETABLE
Yellow Fever	Live	Active	10 years
Diphtheria-Tetanus	Dead	Active	Booster
Cholera	Dead	Active	6 months
Gamma Globulin	Dead	Passive	3-6 months
Rabies	Dead	Active	2 years
Polio	Live	Active	Booster
Typhoid Fever	Dead	Active	1 in USA - 1-one month later 1-three years lat

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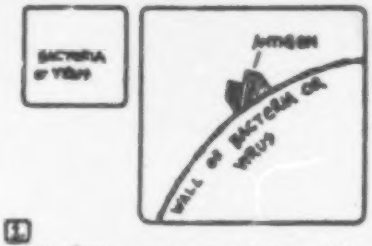
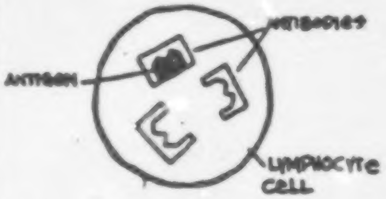
ANTIBODY CREATION

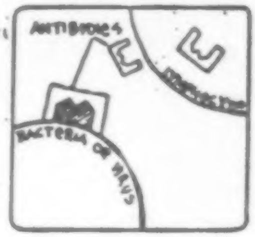

BACTERIA OR VIRUS
ANTIGEN
WALL OF BACTERIA OR VIRUS

1. A bacteria or virus enters the human body through the mouth, a break in the skin, a mucous membrane, etc. Then lymphocytes - a type of white blood cell - discover the bacteria or virus + recognize a protein substance on the wall of the virus or bacteria (called antigen) as foreign or as not normally belonging in the body.

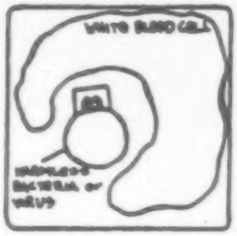

ANTIBODIES
ANTIGEN
LYMPHOCYTE CELL

2. The lymphocyte cells create proteins (called antibodies) which are structured in such a way as to join with the specific antigen.

Note: Scale is purposefully distorted. Understand that a lymphocyte is many thousands of times larger than a bacteria or a virus.


ANTIBODIES
LYMPHOCYTE
BACTERIA OR VIRUS

3. The lymphocyte releases the antibodies, which it has created, into the fluids of the body, to combine with the foreign proteins on the surface of the bacteria or virus. When combined this renders the virus or bacteria harmless to your body.


WHITE BLOOD CELL
HARMLESS BACTERIA OR VIRUS

4. Another type of white blood cell engulfs the now harmless bacteria or virus and carries it to other parts of the body to get rid of it.

5. This process makes immunization possible. With immunization virus or bacteria are first rendered harmless though the antigen on their walls remains intact. A small amount of this substance is introduced to your body. Then your body creates antibodies to combine with that specific antigen. Your body has then developed a large stock of those specific antibodies so that if the live virus or bacteria were to come into your body you would already have the "knowledge" and/or the antibodies to easily protect yourself from the infection.

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Description of the Three Main Food Groups

Group I: Protective Foods

These foods, while not being very high in proteins, carbohydrates or fats, do provide important quantities of water, minerals, and vitamins needed to protect the body against malfunctioning and to help ensure a proper metabolism.

Normal body weight is from ½ to 3/4 water. Therefore, the body's functions require a sufficient daily intake of water. Since vitamins are often lost during food processing, high temperatures, storage and excessive light, care should be taken to ensure a balanced intake for normal body functions. Minerals such as calcium, phosphorous, magnesium, sodium, potassium and chlorine are needed in higher amounts than other minerals but all are essential to a person's diet. This group of protective foods which is made up of fruits and vegetables would include the following: coconut, mango, orange, banana, papaya, tomato, onion, lettuce, carrot, green beans and egg plant, lime, grapefruit, avocado, pineapple, cucumber, okra, spinach and cauliflower.

Group II: Energy Foods

This group provides kilocalories (KCAL) to the body through the consumption of foods which contain either high amounts of carbohydrates and/or high amounts of fat. Carbohydrates make up the chief source of energy for the body for most people in the world. The most important aspect of carbohydrates is the fact that they are the least expensive form of energy-providing food. Fats are important because of their high energy potential and lack of bulk. They also help to make foods tastier and provide a feeling of fullness. Some of the more common food items found in this group are: palm oil, sesame seed oil, peanut oil, coconut oil, sugar, corn, rice, sorghum, millet, cassava, yams, beer (bottled and local) and wine.

Group III: Body Building and Repair Foods

This final group contains foods which provide a high percentage of protein. This is the substance which is important in maintaining, building and repairing body structures. Proteins are important because of their function to replace and maintain body tissues. Each day, nitrogen is lost from the body. Protein rich foods, however are the substances which carry nitrogen into the body. Although there are different types of proteins, all are made up of small molecules called amino acids. It is actually these individual amino acids which are required by the body. This group would include: beef, mutton, chicken, fish, eggs, squirrel, termites, milk, cheese, yogurt, peanuts and other ground nuts, soybeans, black eyed beans, beans in general, legumes, crab, snail, and shrimp.

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Requirements, Tables, and Lists of Nutrients & Food

APPROXIMATE DAILY NUTRITIONAL REQUIREMENTS

	Calories	Protein gms.	Calcium mgs.	Iron mgs.	Vitamins A Units	B_1 mg.	B_2 mg.	Niacin mg.	C mg.
Average Man	2,900	70	800	10	5,000	1.2	1.7	19	70
Average Woman	2,100	58	800	15	5,000	.8	1.3	14	70

TABLE OF THE NUTRITIVE VALUE OF FOODS

	Calories	Protein gms.	Calcium mgs.	Iron mgs.	Vitamins A Units	B_1 mg.	B_2 mg.	Niacin mg.	C mg.
Dairy Products									
Whole milk, 1 c.	160	9	288	.1	350	.07	.41	.2	2
Skim milk, 1 c.	90	9	296	.1	10	.09	.44	.2	2
Cottage cheese creamed, 1 c.	260	33	230	.7	420	.07	.61	.2	0
Cheddar, 1 oz.	115	7	213	.3	370	.01	.13	Trace	0
Swiss, 1 oz.	105	8	262	.3	320	Trace	.11	Trace	0
Processed cheese American, 1 oz.	105	7	198	.3	350	.01	.12	Trace	0
Ice cream, 1 c.	255	6	194	.1	590	.05	.28	.1	1
Yoghurt, 1 c.	150	7	272	.1	340	.07	.39	.2	2
Eggs									
Boiled, poached or raw, 1	80	6	27	1.1	590	.05	.15	Trace	0
Scrambled, 1	110	7	51	1.1	690	.05	.18	Trace	0
Fats and Oils									
Butter, 1 T.	100	Trace	3	0	470	–	–	–	0
Margarine, 1 T.	100	Trace	3	0	470	–	–	–	0
Vegetable oil, 1 T.	125	0	0	0	–	0	0	0	0
Mayonnaise, 1 T.	100	Trace	3	.1	40	Trace	.01	Trace	–
Meats									
Bacon, 2 slices	90	5	2	.5	0	.08	.05	.8	–
Beef, Hamburger, 3 oz.	245	21	9	2.7	30	.07	.18	4.6	–
Roast, 3 oz.	375	17	8	2.2	70	.05	.13	3.1	–
Steak, 3 oz.	330	20	9	2.5	50	.05	.16	4.0	–
Liver, beef, 2 oz.	130	15	6	5.9	30,280	.15	2.37	9.4	15
Pork, chop 3.5 oz.	260	16	8	2.2	0	.63	.18	3.8	–
Lamb, chop 4.8 oz.	400	25	10	5.0	–	.14	.25	5.6	–
Hot dog, 1	170	7	3	.8	0	.08	.11	1.4	0
Chicken, ½ breast fried	155	25	9	1.3	70	.04	.17	11.2	–

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TABLE OF THE NUTRITIVE VALUE OF FOODS

	Calories	Protein gms.	Calcium mgs.	Iron mgs.	Vitamins				
					A Units	B_1 mg.	B_2 mg.	Niacin mg.	C mg.
Fish and Shellfish									
Salmon, 3 oz.	120	17	167	.7	60	.03	.16	6.8	–
Shrimp, 3 oz.	100	21	98	2.6	50	.01	.03	1.5	0
Tuna, 3 oz.	170	24	7	1.6	70	.04	.10	10.1	0
Dried Beans and Nuts									
Navy, 1 c. dry	225	15	95	5.1	0	.27	.13	1.3	0
Almonds, 1 c.	850	26	332	6.7	0	.34	1.31	5.0	Trace
Peanut butter, 1 T.	95	4	9	.3	0	.02	.02	2.4	0
Vegetables									
Bean, green, 1 c.	30	2	63	.8	680	.9	.11	.6	15
Broccoli, 1 c.	40	5	136	1.2	3,880	.14	.31	1.2	140
Carrots, raw, 1	20	1	18	.4	5,500	.03	.03	.3	4
Corn, ear, 1	70	3	2	.5	310	.09	.08	1.0	7
Lettuce, 1 head	60	4	91	2.3	1,500	.29	.27	1.3	29
Peas, 1 c.	115	9	37	2.9	860	.44	.17	3.7	33
Potatoes, 1 med.	90	3	9	.7	Trace	.10	.04	1.7	20
Potatoe chips, 10 average	115	1	8	.4	Trace	.04	.01	1.0	3
Spinach, 1 c.	40	5	167	4.0	14,580	.13	.25	1.0	50
Squash, summer, 1 c.	30	2	52	.8	820	.10	.16	1.6	21
Sweetpotatoe, 1 boiled	170	2	47	1.0	11,610	.13	.09	.9	25
Tomato, 7 oz.	40	2	24	.9	1,640	.11	.07	1.3	42
Fruit									
Apple, 1 med.	70	Trace	8	.4	50	.04	.02	.1	3
Applesauce, 1 c.	230	1	10	1.3	100	.05	.03	.1	3
Banana, 1	100	1	10	.8	230	.06	.07	.8	12
Cantaloupe, ½	60	1	27	.8	6,540	.08	.06	1.2	63
Grapefruit, ½	45	1	19	.5	10	.05	.02	.2	44
Lemon, 1	20	1	19	.4	10	.03	.01	.1	39
Lemonade, 1 c.	110	Trace	2	Trace	Trace	Trace	.02	.2	17
Orange, 1	65	1	54	.5	260	.13	.05	.5	66
Orange juice, frozen, 1 c.	120	2	25	.2	550	.22	.02	1.0	120
Peach, 1	35	1	9	.5	1,320	.02	.05	1.0	7
Raisins, 1 c.	480	4	102	5.8	30	.18	.13	.8	2

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TABLE OF THE NUTRITIVE VALUE OF FOODS

	Calories	Protein gms.	Calcium mgs.	Iron mgs.	Vitamins A Units	B$_1$ mg.	B$_2$ mg.	Niacin mg.	C mg.
Grain Products									
White bread, 1 slice	70	2	21	.6	Trace	.06	.05	.6	Trace
Whole wheat bread 1 slice	65	3	24	.8	Trace	.9	.3	.8	Trace
Cornflakes, 1 c.	100	2	4	.4	0	.11	.02	.5	0
Oatmeal, 1 c.	130	5	22	1.4	0	.19	.05	.2	0
Pancakes, 1 med.	60	2	27	.4	30	.05	.06	.4	Trace
Rice, 1 c. cooked	225	4	21	1.8	0	.23	.02	2.1	0
Spaghetti, cooked, 1 c.	155	5	11	1.3	0	.20	.11	1.5	0
Sugars, Sweets									
White sugar, 1 T.	40	0	0	Trace	0	0	0	0	0
Honey, 1 T., strained	65	Trace	1	.1	0	Trace	.01	.1	Trace
Jam, 1 T.	55	Trace	4	.2	Trace	Trace	.01	Trace	Trace
Desserts									
Pie, apple, 1 slice	350	3	11	.4	40	.03	.03	.5	1
Cookies, commercial 1	50	1	4	.2	10	Trace	Trace	Trace	Trace
Cake, Devil's Food 1 slice	235	3	41	.6	100	.02	.06	.2	Trace
Miscellaneous									
Yeast, brewers 1 T.	25	3	17	1.4	Trace	1.25	.34	3.0	Trace

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A List of Some Important Nutrients and Their Main Sources

NUTRIENT	CHIEF FUNCTIONS	IMPORTANT SOURCES
Protein	Provides nitrogen and amino acids for body proteins (in skin tissues, muscles, brain, hair, etc.), for hormones (substances that control body processes), for antibodies (which fight infections), and for enzymes (which control the rates of chemical reactions in our bodies).	Milk, cheese, yogurt, eggs, fish, poultry, soybeans, lean meats. weat germ, nutritional (brewer's) yeast and certain vegetable combinations.
Fats	Provide a concentrated source of energy. Carry certain fat-soluable vitamins (notably A, D and E) and essential fatty acids. Provide insulation and protecion for important organs and body sturctures.	Whole milk, most cheeses, butter, margarine, nuts, oils (preferably unsaturated, unhydrogenated). Cholesterol and "saturated" fats are found in eggs, butter, cheap hamburger and ice cream.
Carbohydrates	Keep protein from being used for energy needs, so protein can be used primarily for body-building functions. Also necessary for protein digestion and utilization. Provide our main source of energy. Provide the glucose vital for certain brain functions.	Fruits, vegetables, whole-grain bread, cereals, grains.
Vitamin A (fat-soluable) Extra vitamin A is stored in the liver-that is why animal livers are such a good source.	Helps prevent infection. Helps eyes adjust to changes from bright to dim light (prevents night blindness). Needed for healthy skin and certain tissues, such as the lining of eyes and lungs.	Liver, whole milk, fortified margarine (A is added), butter, most cheeses (especially Swiss and Cheddar), egg yolks, dark green and yellow vegetables (especially carrots, parsley, kale and orange squash), apricots.

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NUTRIENT	CHIEF FUNCTIONS	IMPORTANT SOURCES
Vitamin D (fat-soluable)	Needed for strong bones and teeth (regulates calcium and phosphorus in bone formation). Essential for calcium absorption from the blood.	Sunlight shining on bare skin, vitamin D fortified milk, fish liver oil, sardines, canned tuna.
Vitamin E (fat-soluable)	Helps preserve some vitamins and unsaturated fatty acids (acts as an antioxidant). Helps stabilize biological membranes.	Plant oils (especially wheat germ oil and soybean oil), wheat germ, navy beans, eggs, brown rice.
Vitamin C or ascorbic acid (water soluable). C is easily destroyed by, air and heat. Like many other water-soluable vitamins, it is not stored in the body, so we need some every day.	Needed for healthy collagen (a protein that holds cells together). Helps wounds to heal. Needed for normal blood clotting and healthy blood vessels. Needed for iron absorption. Spares or protects vitamins A and E and several B vitamins. Needed for strong teeth and bones.	Citrus fruits, green and red peppers, green leafy vegetables, parsley, tomatoes, potatoes strawberries, cantaloupe, bean sprouts (especially mung beans and soybeans).
B Vitamins (water soluable) include thiamine (B_1), riboflavin (B_2), niacin, pyridoxine, folic acid, cabalamin (B_{12}), cholene, etc. Folic acid deficiency is common during pregnancy. It may also be caused by birth control pills. Riboflavin is destroyed by sunlight, so use milk containers that keep.	Needed for steady nerves, alertness, good digestion, energy production, healthy skin and eyes, certain enzymes involved in amino acid synthesis, maintenance of blood.	Whole grain breads and cereals, liver, wheat germ, nutritional yeast, green leafy vegetables lean meats, milk, molasses. peanuts, dried peas and beans.

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NUTRIENT	CHIEF FUNCTIONS	IMPORTANT SOURCES
out light. Fatigue, tension, depression are often signs of a B deficiency.		
Calcium Calcium is more easily digested when eaten with acid foods (such as yogurt or sour milk).	Needed for building bones and teeth, for blood clotting for regulating nerve and muscle activity, for absorbing iron.	Whole and skim milk, buttermilk, cheese, yogurt, green vegetables egg yolk, bone-meal powder, blackstrap molasses.
Phosphorus	Needed to transform protein, fats and carbohydrates into energy in the body. Makes up part of all the body's cells. Needed for building bones and teeth.	Milk, cheese, lean meats, egg yolks.
Iron Daily intake is important. Children, teenagers, pregnant and menstruating women are especially likely to have iron deficiencies.	Makes up an important part of hemoglobin, the compound in blood that carries oxygen from the lungs to the body cells.	Lean meat, liver, egg yolk, green leafy vegetables, nutritional yeast, wheat germ, whole grain and enriched breads and cereals, soybean flour, raisins, blackstrap molasses.
Iodine	An important part of thyroxine; helps the thyroid gland regulate the rate at which our bodies use energy. Affects growth, water balances, nervous system, muscular system, and circulatory system.	Iodized salt, seafoods, plant foods grown in soil near the sea.
Magnesium	Required for certain enzyme activity. Helps in bone formation	Grains, vegetables, cereals, fruits, milk, nuts.

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NUTRIENT	CHIEF FUNCTIONS	IMPORTANT SOURCES
Potassium	Needed for healthy nerves and muscles.	Seafood, milk, vegetables fruits.
Sodium, chlorine, fluorine and other trace minerals. Most of our diets now contain too much sodium, largely because of sodium compounds used in processed foods and excessive use of table salt.	Varying functions, many of them not well understood. Fluorine is especially important from birth to six months. It helps to prevent tooth decay by hardening tooth enamel.	Meat, cheese, eggs, seafood, green leafy vegetables, fluoridated water, sea salt.
Water Most people need 6-7 glasses of fluid (water, tea, juice, etc.) a day to keep good water balance in the body.	Not really a nutrient, but an essential part of all tissues. Often supplies important minerals, such as calcium and fluorine.	
Cellulose (Roughage)	Also not a nutrient, but important for stimulating the intestinal muscles and encouraging the growth of certain intestinal bacteria. Keeps teeth clean and gums healthy.	Fruits, vegetables whole-grain bread and cereals.

From: The Boston Women's Health Book Collective. Our Bodies Ourselves. New York: Simon and Schuster, 1976. pp. 103-105

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PERSONAL STABILIZERS

Each of us has certain things that we do in our home environment to keep us "grounded", to stabilize our everyday existence. These are things that give some sort of quality or pleasure or sense of regularity ("I'm ok as long as I get my morning coffee") and we may look forward to them knowingly, or they may be taken for granted. Examples of such things are jogging, reading a morning newspaper before beginning the day's activities, eating bagels, drinking buttermilk, watching Walter Cronkite, meditating, shopping in certain places, dancing, and so on.

We may be absolutely aware that some of these things are critical for our daily existance ("What would I ever do without my stereo?"); others may be very much "taken for granted" (long distance telephone service or stopping at a particular bookstore on the way home from work a couple of times a week or having access to a number of hardware stores to help in remodeling a house).

When we go overseas, we often do not have access to many or any of our normal stabilizers, or they are available in a different form which makes them less attractive. Sometimes we know they are missing, we feel it intensely ("My God, I haven't had an Egg McMuffin in three months!"), at other times there is just a feeling that something is missing ("Where did that bookstore go?" or "something is missing from here").

It has been our experience that if we don't adapt our regular stabilizers or find new ones, it seriously hampers efforts to live comfortably and be effective in the new culture. In fact, this can lead up to hostility, maladjustment or culture shock--and to unproductive sterotypical statements about "them" like the following:

> "Everytime I have tried to jog, five kids followed me and gawk - no privacy - it's frustrating."
>
> "These people don't read much - you can't even have a good discussion about books."
>
> "I have tried three months to get vegetarian food around here - no vegetables - no grocery - things are really screwed up. They don't know much about nutrition."

Disregarding a small number of people who are extremely ethnocentric, these statements--and hundreds more like them - all imply for most people that an important stabilizer (newspaper, jogging, book discussions, lack of a particular food) is missing, and there is a tendency a blame "the people" for its absence, to complain, even to become cynical. Doing this also helps to create a source of powerlessness, a sense of becoming a victim.

A well adjusted (or adjusting) individual, however, attempts to adapt his/her stabilizers or find new ones in the host culture. This seemingly minor point of finding new, stabilizing "habits" - is key to building a firm and qualitative cross-cultural base from which we can grow and become fluent in other areas. Moreover, it often provides some of our greatest cross-cultural pleasures aa we develop new "routine" things in a country which we may not have done at home. (Certain kinds of everyday greeting rituals, walking, coffee hours, different relationships with older folks and children, foods, etc). For example, we may find at home that the way we "wind down" at the end of the day is to watch TV, have a drink, or sit and read the paper. This may not be possible in the local culture. However, there may be a local substitute which itself becomes just as attractive to us. In many cultures people end the day by sitting around together and chatting or singing songs while the sun goes down. In other places, it involves drinking tea together. This becomes a pleasure and serves the purpose of "winding down" and helps us with a new way to deal with a stabilizing need.

This session is intended to start the process of developing stabilizers now--we'll be looking at stabilizers you have in the States, what might be adaptable, ideas for new and different stabilizers, and we'll be developing a plan that can be tried out during the training program. One other very important point--each of you will have your own "stabilizers" to deal with, your own plans to develop, your own individuality. We are not in any way trying to reach consensus on one plan for all. The group work we do in the session is aimed at providing some reactions to your plan and generating ideas which you may or may not wish to incorporate.

Finally, there are skills involved in this process - reflection, self-assessment observation, identifying what's available here, planning, and risk-taking. We see this as beginning to develop those skills which can be critical when you return to the United States (which will be the "other culture" in two years) or move to a different country. They are, in other words, cross-cultural skills which will be of value to you now and in the future.

HANDOUT VII - 1 - A

GROUP MAINTENANCE ORIENTED BEHAVIOR WORKSHEET

FUNCTIONAL BEHAVIOR TO ASSIST GROUPS IN MAINTAINING GROUP COHESIVENESS:

DIRECTIONS: Observe members and record the number of times each behavior is used by each member.

	GROUPS MEMBERS							
	1	2	3	4	5	6	7	8
1. HARMONIZING - attempts to reconcile disagreements; reducing tensions.								
2. GATE KEEPING - helping to keep communication channels open.								
3. ENCOURAGING - being friendly, warm, and responsive to others; non-verbal or verbal approval or acceptance by expressions.								
4. COMPROMISING - admitting error; modifying in the interest of group cohesion or growth.								
5. STANDARD SETTING AND TESTING - testing whether group is satisfied with its procedures; pointing out explicit or implicit norms which have been set.								
6. SENSING AND EXPRESSING FEELINGS - sensing feelings, mood, relationships within the group; sharing own feelings with other members; soliciting feelings of others.								
7. PERCEPTION CHECK								

From A Trainer's Guide to Andragogy; p. 137, by John Ingall

TASK ORIENTED BEHAVIOR WORKSHEET

FUNCTIONAL BEHAVIOR TO ASSIST GROUPS IN TASK PERFORMANCE:

DIRECTIONS: Observe and record the number of times each behavior is used by each member.

	GROUPS MEMBERS							
	1	2	3	4	5	6	7	8
1. INITIATING - proposing tasks or goals; defining a group problem, suggesting ideas.								
2. SEEKING INFORMATION - requesting facts, asking for expressions of opinion; seeking suggestions and ideas.								
3. GIVING INFORMATION - offering facts, information, opinions, and ideas.								
4. CLARIFYING AND ELABORATING - interpreting ideas or suggestions, defining terms indicating alternatives.								
5. SUMMARIZING - pulling together related ideas; offering a decision or conclusion for a group to accept or reject.								
6. CONSENSUS TESTING - sending up a trial balloon to test for a possible decision or conclusion.								

From J.D. Ingall's A Trainer's Guide to Andragogy, p. 138

OBSERVER'S WORKSHEET

1. Be sure you are able to see all participants' gestures, expressions, etc.
2. What roles are people performing--clarifying, initiating, supporting, harmonizing, or conflicting?
3. How are styles of communication--tone, phrasing, gestures, etc., contributing to or hindering clarity and effectiveness?
4. How are participants in the group reacting to each other?
5. Do participants' non-verbal gestures conform to their verbal statements?
6. To whom are people talking? To one other person? To persons who just perviously talked? To the whole group? To no one?
7. What attitudes and emotions do you feel are being transmitted to the group? (Check out your own personal reactions to comments made by others).

From: Ingall's A Trainers Guide to Anadragogy, p. 175

HANDOUT VII - 1 - D

Task Oriented Behavior:

1. INITIATING - proposing tasks or goals' defining a group problem, suggesting ideas.
2. SEEKING INFORMATION - requesting facts, asking for expressions of opinion; seeking suggestions and ideas.
3. GIVING INFORMATION - offering facts, information, opinions, and ideas.
4. CLARIFYING AND ELABORATING - interpreting ideas or suggestions, defining terms indicating alternatives.
5. SUMMARIZING - pulling together related ideas; offering a decision or conclusion for the group to accept or reject.
6. CONSENSUS TESTING - sending up a trial balloon to test for a possible decision or conclusion.

Group Maintenance Oriented Behavior

1. HARMONIZING - attempts to reconcile disagreements; reducing tensions.
2. GATE KEEPING - helping to keep communication channels open; facilitating the participation of others.
3. ENCOURAGING - being friendly, warm, and responsive to others; non-verbal or verbal approval or acceptance by expressions.
4. COMPROMISING - admitting error; modifying in the interest of group cohension or growth.
5. STANDARD SETTING AND TESTING - testing whether group is satisfied with its procedures; pointing out explicit or implicit norms which have been set.
6. SENSING AND EXPRESSING FEELINGS - sensing feeling, mood, relationships within the group; sharing own feeling with other members; soliciting feelings of others.
7. PERCEPTION CHECK: Describing what you perceive the other is feeling in order to check whether you do understand what he/she feels.

Adapted from Ingall's "A Trainers Guide to Andragogy", pp. 137-138

ON U.S. VOLUNTEERS

For the past six years, I have become known for my increasing opposition to the presence of any and all North American "do gooders" in Latin America. I am sure you know of my present efforts to obtain the voluntary withdrawal of all North American volunteer armies from Latin America: missionaries, Peace Corps members and groups like yours, a "division" organized for the benevolent invasion (of Mexico).

I do not come here to argue. I am here to tell you, if possible to convince you, and, hopefully, to stop you, from pretentiously imposing yourselves on Mexicans.

I do have deep faith in the enormous good will of the U.S. Volunteer. However, his good faith can usually be explained only by an abysmal lack of intuitive delicacy. By definition, you cannot help being ultimately vacationing salesmen for the middle-class "American Way of Life", since that is really the only life you know.

A group like this could not have developed unless a mood in the United States has supported it--the belief that any true American must share God's blessings with his poorer fellow men. The idea that every American has something to give, and at all times may, can, and should give it, explains why it occurred to students that they could help Mexicans peasants "developing" by spending a few months in their villages.

Of course, this surprising conviction was supported by members of a missionary order, who would have not reason to exist unless they had the same conviction--except a much stronger one. It is now high time to cure yourselves of this. You, like the values you carry, are the products of an American society of achievers and consumers, with its two-party system, its univeral schooling, and its Family-Car affluency. You are ultimately consciously or unconsciously "salesmen" for a delusive ballet in the ideals of democracy, equal opportunity, and free enterprise among people who haven't the possibility of profiting from these. Next to money and guns, the third largest North American export is the U.S. idealist, who turns up in every theater of the world as the teacher, the volunteer, the missionary, the community organizer, the economic developer, and the vacationing do-gooder. Ideally, these people define their roles as service. Actually, they frequently wind up alleviating the damage done by money and weapons, or "seducing" the under-developed to the benefits of the world of affluence and achievement. Perhaps this is the moment to instead bring home to the people of the U.S. the knowledge that the way of life they have chosen is not alive enough to be shared.

By now it should be evident to all America that the U.S. is engaged in a tremendous struggle to survive. The U.S. cannot survive if the rest of the world is not convinced that here we have Heaven-on-Earth. The survival of the U.S. depends on the acceptance by all so-called "free" men that the U.S. middle-class has "made it". The U.S. way of life has become a religion which must be accepted by all those who do not want to die by the sword--or napalm. All over the globe the U.S. is fighting to protect and develop at least a minority who consumes what the U.S. majority can afford. Such is the purpose of the Alliance For Progress of the middle-class which the U.S. signed with Latin America some years ago. But increasingly this commercial alliance must be protected by weapons which allow the minority who can "make it" to protect their acquisitions and achievements.

But weapons are not enough to permit minority rule. The marginal masses become rambunctious unless they are given a "Creed" or belief which explains the status quo. This taak is given to the U.S. volunteer whether he be a member of the Peace Corps or in a so-called "Pacification Program". The U.S. is currently engaged in a three front struggle to affirm its ideals of acquisition and achievement oriented "Democracy". I say "three fronts", because three great areas of the world are challenging the validity of a political and social system which makes the rich richer, and the poor increasingly marginal to that system.

In Asia, the U.S. is threatened by an established power--China. The U.S. pposes China with three weapons: The tiny Asian elites who could not have it any better than in an alliance with the United States, a huge war machine to stop the Chinese from "taking over" as it is usually put in this country, and, forcible re-education of the so-called "pacified" peoples. Another front is in the U.S. itself: The efforts to check the unwillingness of the black community to wait for graceful integration into the system.

And finally, in Latin America the Alliance for Progress has been quite successful in increasing the number of people who could not be better off--meaning the tiny, middle-class elites--and has created ideal conditions for military dictatorships. The dictators were formerly at the service of the plantation owners, but now they protect the new industrial complexes. And you came to help the underdog accept his destiny within this process.

All you will do in a Mexican village is create disorder. At best, you can try to convince Mexican girls that they should marry a young man who is self-made, rich, a consumer, and as disrespectful of tradition as one of you. At worst, in your "community development" spirit you might create just enough problems to get someone shot after your vacation ends and you rush back to your middle-class neighborhoods where your friends make jokes about "spics" and "wetbacks".

Suppose you went to a U.S. ghetto this summer and tried to help the poor there "help themselves". Very soon you would be either spit upon or laughed at. People offended by your pretentiousness would hit or spit. People who understand that your own bad consciences push you to this gesture would laugh condescendingly. Soon you would be made aware of your irrelevance among the poor, of your status as middle-class college students on a summer assignment. You would be roundly rejected, no matter...

If you have any sense of responsibility at all, stary with your riots here at home. Work for the coming elections. McCarthy might lose, but certainly by campaigning for him you will know what you are doing, why you are doing it, and how to communicate with those to whom you speak. And you will know when you fail. If you insist on working with the poor if this is your vocation, then at least work among the poor who can tell you to go to hell. It is incredibly unfair for you to impose yourselves on a village where you are so linguistically deaf and dumb that you don't even understand what you are doing, or what people think of you. And it is profoundly damaging to yourselves when you define something that you want to do as "good", a "sacrifice", and "help".

I am here to suggest that you voluntarily renounce exercising the power being an American gives you. I am here to entreat you to freely, consciously, and humbly give up the legal right you have to impose your benevolence on Mexico. I am here to challenge you to recognize your inability, your helplessness, and your incapacity to do the "good" which you intended to do.

I am here to entreat you to use your money, your status, and your education to travel in Latin America. Come to look, come to climb our mountains, to enjoy our flowers. Come to study. But do not come to help.

Speech given by Ivan Illich at Cuerneavca, Mexico, April 20, 1968.

COMMUNICATION SKILLS:

Self Rating Form

Please indicate where you rate your own abilities as of now by circling one of the numbers on the rating scales below (Note: See #1 for rating scale identification.)

1. Ability to listen.

1	2	3	4	5	6	7	8	9
weak		fair		moderately strong		quite strong		very strong

2. Ability to paraphrase accurately.

1 2 3 4 5 6 7 8 9

3. Ability to express feelings.

1 2 3 4 5 6 7 8 9

4. Ability to give non-judgmental feedback.

1 2 3 4 5 6 7 8 9

5. Ability to identify and relate to other's feelings.

1 2 3 4 5 6 7 8 9

6. Ability to give specific rather than general feedback

1 2 3 4 5 6 7 8 9

7. Ability to communicate non-verbally.

1 2 3 4 5 6 7 8 9

8. Ability to communicate trust.

1 2 3 4 5 6 7 8 9

9. Ability to clarify.

1 2 3 4 5 6 7 8 9

THE DECISION-MAKING PROCESS

We all live and work in groups and undoubtably have experienced difficulty in arriving at group decisions. Some groups tend to break down when confronted with a decision for which a consensus is required. Other get bogged down in the interminable discussion of minor points or irrelevant side issues. Still others seek escape from their anxiety in Robert's Rules of Order, voting, or calling upon the "chairman" to establish control.

Dr. Kenneth Beene (1960) has analyzed the prevalent reasons for the difficulty groups have in making decisions and has identified the following six blocks to decision making in groups.

1. Conflicting Perception of the Situation

   If group members view the problem at hand in different ways, communication can be impeded, resulting in a breakdown of the group.

2. Fear of Consequences

   The possible outcomes of an impending decision can overwhelm a group. Outside pressures on individuals or on the entire group may exert a paralyzing effect on its ability to come to a decision.

3. Conflicting Loyalties

   Every group member belongs to a number of different groupings other than the one he may presently be engaged in. These multiple memberships can operate as hidden agendas or conflicting pressures within the decision-making group.

4. Interpersonal Conflict

   Personal differences or personality clashes can provoke defensiveness, antipathy, and biased discussion, preventing a sound, fair decision from being made.

5. Methodological Rigidty

   Many groups are so frozen into Robert's Rules of Order or similar rigid methods for decision making that they are prevented from inventing or using other methods when the nature of the decision calls for one (e.g., consensus).

6. Inadequate Leadership

   When the entire group does not share the leadership functions and relies too heavily on a designated leader (who may or may not be sufficiently skilled), then no group decision can be made and the commitment and responsibility for ary decision is lessened.

TYPES OF DECISIONS

The following types of decision making are familiar to all of us:

1. Flops

   A decision suggested by an individual to which there is no response (e.g., "I suggest we shelve this question." ...... silence).

2. Self-authorization

   A decision made by an individual who assumes authority (e.g., "I think we should all write our ideas on the blackboard. "--and preceeds to be the first to do so).

3. The Handclasp

   A decision made by two or more members of the group who join forces or decide the issue in advance (e.g., "That was a helpful comment, John. Yes, that's the course we're going to take.")

4. Baiting

   A decision made by pressure not to disagree (e.g., "No one objects, do they?), or a decision made by pressure to agree (e.g., "We all agree, don't we?)

5. Majority Rule

   A decision made by some form of voting.

6. Unanimity

   A decision made by overt and unanimous consent, often without discussion.

7. Polling

   A decision made by a form of voting which inquires, ""Let's see where everyone stands."--and then proceeds to tabulate the already expressed majority decision.

8. Consensus

   A decision made after allowing all aspects of the issue, both positive and negative, to be put forth to the degree that everyone necessarily unanimity, but it constitutes a basic agreement by all group members.

From Ingall's A Trainer's Guide to Andragogy, pp. 141-142

OBSERVATION SHEET FOR DECISON MAKING

DIRECTIONS: Using Handout VII - 2 - C as a guide record Blocks and Facilitating roles as you observe them.

Phases	Processes	Blocks	Facilitating Roles
1. DEFINE THE PROBLEM	Clarifying the Focus; Recognizing Limitations.		
2. DEVELOP ALTERNATIVE SOLUTIONS	Getting Ideas; Building Models; Listing Resources; Checking Needs, Interests and Values of Group Members.		
3. TEST ALTERNATIVES	Examining Alternatives with Respect to Data, Past Experience with the Problem at hand and the Attitudes of Group Members.		
4. DECIDE	Choosing one of the Alternatives.		
5. TEST FOR RESPONSIBILITY, LOYALTY, CONSENSUS	Linking the above Group Decision with Individual Interests, Needs and Values.		
6. FIRM THE DECISION	Reaching Group Consensus with Individual Commitment, Allowing Holdouts more time by regarding decision as tentative until their issues are resolved.		
Additional Steps, if Relevant: 7. DEVELOP A PLAN OF ACTION	Distribute Roles; Make Provisions for Execution.		
8. ASSESS RESULTS - EVALUATE	Allow for the Replanning of the Decision in Light of its Effects; Needs at this Point.		

Handout VII-2-B
P. 1

From Ingall's A Trainer's Guide to Androgogy

(D) A GROUP DECISION MAKING MODEL

	Phases	Processes	Blocks	Facilitating Roles	Methods
ASSESSING NEEDS	1. DEFINE THE PROBLEM	Clarifying; Data Gathering; Recognizing Limitations.	Over-generality; Conflicting Perceptions; Unrealistic Tasks.	Elaborator; Clarifier; Data Gatherer.	Problem Census, Buzz Groups.
	2. DEVELOP ALTERNATIVE SOLUTIONS	Getting Ideas; Building Models; Listing Resources; Checking Needs, Interests and Values of Group Members.	Lack of Data; Vested Interests.	Initiator; Gatekeeper.	Brainstorming.
	3. TEST ALTERNATIVES	Examining Alternatives with Respect to Data, Past Experience with the Problem at Hand and the Attitudes of Group Members.	Premature Deciding; Vagueness of Criteria; Conflicting Loyalties; Pressure of Time or Faction.	Reality-tester; Evaluator.	Role Play; Case or Critical Incident Methods; Fantasy; Comparing Extremes.
FORMING OBJECTIVES	4. DECIDE	Choosing one of the Alternatives.	Fear of Consequences; Methodological Rigidity.	Compromiser; Summarizer	Vote, Consensus, etc.
	5. TEST FOR RESPONSIBILITY, LOYALTY, CONSENSUS	Linking the above Group Decision with Individual Interests, Needs and Values.	Non-participation; Ram-rodding.	Gatekeeper; Group Implementation of Maintenance Functions.	Seeking Consensus.
	6. FIRM THE DECISION	Reaching Group Consensus with Individual Commitment. Allowing Holdouts more time by regarding decision as tentative until their issues are resolved.	Non-participation; Ram-rodding.	Summarizer; Organizer.	Recording Firm Statement of Decision.

from: "A Trainer's Guide to Andragogy", rev. by John Ingall's, 1973, p. 145

PERSONAL INTEREST

The motivation and responsibility of farmers and villagers are not things which we can presume to initiate or create from nothing. If motivation is the eagerness to do something and responsibility is the degree to which eagerness is translated into acts, then farmers are very motivated and responsible. Personal interest, or what a farmer wants, is the basis for both a farmer's eagerness to act and his actions. Farmers often seem totally unmotivated and irresponsible to us, but it is our own personal interest, what we want them to do which creates this impression. A farmer who seems to be strong, intelligent, financially secure, and aware enough to be a very successful farmer may decide not to join our program. In the face of repeated reason, entreaties, and evidence offered by the frustrated extension agent, the farmer's personal interest will remain intact and he or she may remain implacably against joining the work. What seems to be irresponsibility, laziness, and irrationality is really a reflection of a farmer's personal concerns, and should be acknowledged as such. If we are to "facilitate" a farmer's work, his or her personal interest must be uppermost in our minds. If we wish to see a farmer work in a new way or on a new problem, we must work to fashion these new ideas in the image and likeness of his/her personal interest. We must never presume to know better than a farmer what is most important to him or her. So, what are some keys to a farmer's personal-interest?

Security - Food for work, loans, and other means of reducing the risk involved in trying something new are good motivators. They must be used carefully so farmers are not made dependent on them. However, the removal of food or loan money can also motivate farmers.

Recognition - Prestige, "good name", and pride in their work are powerful motivators of farmers. Farmers run demonstrations and field days and receive praise publicly for work well done and testimonials at meetings. These all establish prestige and pride. The use of public criticism, while delicate and hard to do without giving offense, motivates farmers as a rather effective disincentive at times.

Affection - Peer pressure, resulting from a need to be accepted and to enjoy the companionship of others can be used as an effective motivator in much the same way as recognition.

TRANSFERRING RESPONSIBILITY

When an extension agent sets out to improve agriculture in a community he/she is interested in ideas actively accepted and hence he/she accepts all the responsibility for their acceptance. Once the farmers or community recognize it as in their personal interest, then it is time to transfer the responsibility to the farmers themselves for introducing the new ideas and making them work.

Making a farmer's work his/her own. Since the extension agent must teach each aspect of improved agricultural practices, he/she must demonstrate each activity or have someone do it with or for the farmer the first time. It is important to transfer the responsibility for accepting and using new practices by "handing over" a farmer's work to him as soon as possible and as many times as necessary. Adherence to the principle of self-help responsibility transferring go far.

Creating a limited and clear role. A terribly counter-productive fallacy under which farmers, villagers, and some development workers labor is that extension is the act of doing something for a client and not with him/her. From the very beginning the role must be reiterated many times. It is essential that in everything the extension agent does to "facilitate" work going on in a village, a native counterpart must participate and the how and why of what is done must be explained to the farmers. The extension agents' role should run a standard course: it should expan as farmers' interest in specific extension services grow initially, then it should slowly contract as farmers' responsibility and self motivation grow, until the role virtually dries up as farmers approach self-sufficiency and self-reliance with regard to those specific services. Being an extension agent involves attaining complete empathy with farmers, but it does not include doing all of a farmer's work. The extension worker teaches and transfers responsibility to farmers who are initially and repeatedly made aware of what they must do and what responsibilities they have in the new work they espouse.

Why Do It? One way of helping a community to solve its own problem is to create indigenous problem solvers. These people not only operate as a resource to be called upon by villagers, but also serve as role models. In addition they insure that organizations created to solve group problems are maintained.

Identifying and Training Leaders. Part of the analysis which an extension organizer makes of the community involves the identification of local leaders. Leaders are of two types, formal and informal. Formal leaders like Presidents, alphas, chiefs, generals are complemented by people like the weathly, those who speak well, those who do something well (master farmers), who are informal leaders of people.

Obviously a technically skilled farmer who just wants to be left alone will not be a good leader, nor will a bright 13 year old, or an important man who has no interest in the work.

Leaders are people who have followers. During contacts with the village people the extension organizer identifies the people who have followers. As part of the process of "testing" people, defining an issue, and determining who are interested in those issues, the extension agent "tests" leaders to ascertain their skills and their personal interests. In the case of leaders who express interest, the extension agent asks them to help as leaders of people working on pertinent issues. The organizer-agent can develop the skills of these leaders by giving them more and more responsibility for the work people have undertaken. It is advisable to maintain a group of leaders initially, loosely organized so the best and most interested leaders can eventually find their way to the top. By an increasingly demanding and insistent transfer of responsibility for the work from the organizer to these local leaders, the agent helps develop the local leadership and--coincidentially--the organization of the people who work. Training leaders is the key to the extension agent eventually "working him/herself out of a job". It is an on-going, very, very long process, however, that must begin immediately after the agent arrives in a village.

From: Extension writings of Michael Gibbons.

PROBLEM-SOLVING

What Is It? Problem-solving is a process for getting things done. It is a method we can use to approach large tasks and find the "best" way to do them.

Why Do It? Often tasks seem too complicated, unenjoyable, tedious, or hard-to-do (asking a farmer to change how he farms; trying to get seed rice; making an ag. program more sensitive to family life; etc.) Problems may be attacked in a haphazard way or simply as they arise. Alternative ways of doing things are often not investigated. By developing a systematic approach to doing things/ solving problems, we make our work more manageable and more efficient. Hopefully, we also meet with more success.

How To Do It? First analyze the problem (look at its component parts. Determine who is to do the work. Find out his/her/its talents, abilities, physical shortcomings and attributes. List all available resources). Remember to use skills of community and personal analysis.

Next, break the problem down into a series of easily attainable tasks (TASK FORMULATION). Match individuals with tasks based on assessment of their particular skills and motivations (MOTIVATING). Write a plan of how to do each task, in what order, using what resources (PLANNING). Follow each plan, step-by-step, encouraging the people through each task (IMPLEMENTATION). Note success or failure in terms of the plan and adjust as you go. Finally, after completion, look again at the plan to see its good points and shortcomings (EVALUATION), and adopt those things which worked best for use in future problem-solving.

TASK FORMULATION

What Is It? Task Formulation is a method of turning problems into a series of short term goals called tasks which result in solutions to problems (e.g., a developed swamp is a big thing arrived at through a series of small steps). Tasks are goals which are immediate, specific, and realizable. For organizing purposes, tasks should also help to unify people into a group.

1. immediate - something which can be addressed right now!
2. specific - something you can (almost literally) put your finger on.
3. realizable - within the capabilities of a normal person to fix.
4. unifying - something which will bring people together.

For example, developing swamps or controlling the water year-round on one's rice swamp are not "tasks" which a farmer can deal with by himself within a reasonably encouraging amount of time. But developing a swamp can be broken down into the thousand little steps which it takes to do so--all of which become little "tasks". When an extension agent helps a number of farmers acknowledge these steps as things they want to do, as issues important to them, these farmers are being "organized" to develop a swamp.

Why Do It? Farmers (and volunteers) are often faced with seemingly impossible tasks (Remember your income tax form?) Only by breaking down a problem into a series of attainable goals, that are perceived as such, can the problem be attacked. Thus, the solution becomes some things that a farmer can reach himself. This builds self-reliance and at the same time solves problems very well.

When organizing, often the tasks can be structured to unify the group you are working with. While solving a large group problem, it helps to make the group united for future efforts.

How To Do It. By dialoguing with farmers and consciously describing the process over and over as it goes on, we can take them through the experience of solving problems by viewing them as a series of small tasks. Reaffirming their success and making them reflect on how it came about will help them to learn the process.

A second way of teaching farmers is to demonstrate how we go about doing our own work. Developing a swamp or other demonstration through a series of steps, and asking the farmer to note and reflect on the process teaches task formulation.

Patty Peace Corps

Patty Peace Corps is contacted by 6 farmers who want to start a duck project. They have some money, but must have it back in 5 months to buy seeds. Patty Peace Corps agrees to plan the project, after she checks to see if it would be workable.

Develop a planning chart which includes all tasks, who will perform them, the time each has to be completed, and contingencies. Include in the plan turning the management of the project over to one of the farmers. Is this project possible?

SITUATION

You are a volunteer assigned to a small village in a rural area. Your village has a number of neighboring villages within an hour or two walking distance. You have been in your site now for four months assigned to work in the project area for which you are now being trained (e.g., education, health extension, food production, etc.). You think you have been well received by your village and have established good relations with village leaders and counterpart workers in your project area.

In fact, your reputation has spread to neighboring villages as the "foreigner who can get things done." You are asked to come and meet with the village elders of a neighboring village who want your assistance. You meet with the elders, and after appropriate ceremonies they begin to tell you of their problems and needs. In the course of this visit and several subsequent visits you find out the following:

- The village is very poor
- People survive from making charcoal and selling it for income
- Subsistance gardening supplements the food supply
- There are about 500 people in the village
- There are health problems caused by poor nutrition, lack of clean water for drinking and hygiene
- There is enough land to grow more food and even produce commercial crops but water would need to be developed from wells or brought in by canal and pumping from a river 10 kilometers away
- Many people have transistor radios.
- The community says they want to build a school so that the ministry of education will give them a teacher
- The community has no history of working together on a project before
- The young people are leaving the village and going to the cities. Few come back, some send a little money to help their families
- Chickens in the village are rather expensive, and tough unless cooked a long time.
- About 50 percent of the village is fifteen years or below in age
- There are a few animals, goats pigs, and chickens which forage for food. They are used occasionally for food.

- There are no roads going to the village which can be used by vehicles. Mules are used to carry goods in and out, or people carry goods on their heads.
- You have met enough people in the village to know who the leaders are and you know about twenty or so of the children.

The elders have requested your assistance. They wish to have greater opportunity for income producing activities in the village. More specifically, they have heard the Americans have developed a simple process for developing charcoal faster and more cheaply than they are able to. They ask if you will teach them the process, and what other ways can you be useful in producing income for the village.

What's the problem? What strategies could be used to solve it?

CASE STUDY OF A HEAD BUND

A PCV extension agent has made plans with a farmer to help him build a sluice gate on the head bund in his swamp. He has told several other farmers to meet him there so that he can demonstrate the method of construction. The previous week he visited the farmer in the swamp and saw that the work on the head bund was progressing well. The farmer's two sons and younger brother were all helping the farmer build the head bund and it looked like the work would be completed on time to do the sluice gate as planned. The volunteer arranged for the truck to bring the cement, reinforcing rods, and boards out to the swamp the day before the work is to begin. While in town arranging for the transport he meets his host country supervisor and tells him of his work. His supervisor tells him that he would like to come up to see the demonstration.

The day before the work is to be done, the volunteer arrives at the swamp to find the farmer working alone on the still uncompleted head bund. The farmer's sons and brother had to go to town and have not been able to help him finish the work as planned. The volunteer is furious because he has gotten everything ready to demonstrate sluice gate construction to five farmers and his Ministry supervisor and now the work will have to be delayed until the head bund is completed. The farmer apologizes to the volunteer for not having the work completed, but points out that if his sons were there the three of them could have completed the work as planned.

The volunteer is willing to help the farmer finish the head bund that day by working with him, but is afraid that other farmers will hear about it and expect him to do manual labor with them as well. He does not want to get the reputation as someone who does work for farmers.

MANAGEMENT

Getting oriented to time is very important (1) because agriculture is cyclical and (2) because volunteers work within a two year frame. Many of these activities occur simultaneously and repeatedly. If a volunteer finds receptive farmers and becomes successful, some of these activities will occur regularly.

The greater the scale of work which forms itself around a volunteer, the greater the need for more formal program planning. What follows is a simple program planning guide.

Recall that planning and evaluation should occur by discussion with farmer-clients.

How

Program Planning

The purpose of program planning is to ensure that the community and the extension agent have a set of well defined goals to work toward. Without these goals the extension agent will not know what to teach or have any means to measure progress, and the people will not understand what the extension agent is trying to accomplish.

A complete program is made up of three distinct plans, each with its own purpose.

1. Extension Program:	A policy statement with a list of projects and why they should be implemented.
2. Plan of Work:	States how each project is to be implemented.
3. Calendar of Work:	States when the steps of each project is to be done.

1. The Extension Program

A. What is it?

1. A joint plan prepared by the people and the extension agent:	- to meet the felt needs of the people - ensure the people feel they are working for themselves - to stay within bounds of estimated available resources
2. Contains a list of projects the people want to do:	- people will only work on projects they want the extension agent may need to stimulate the people to desire some beneficial projects
3. Describes each project's situation:	- make use of the survey determine the need for each project
4. Lists each project's problems:	- to keep each problem in mind so a proper solution can be found
5. Suggests the best solution for each project:	- solution lies within the people's means - meets their needs
6. Lists the specifics that will be taught to the people:	- during what period of the program used to evaluate progress - helps define what the extension agent must do (teach)

B. Why is it needed?

1. Provides a concise statement of all facts:	- local leaders, people, and extension worker know what has been agreed upon - states what has to be done
2. Places priority on projects:	- the most needed projects get most attention - new projects will be integreted into this list

3. Ensures contiruity:	- for changes in extension personal - keeps progress continuing by having a number of on-going projects so work and enthusiasm does not faulter in-between individual projects
4. Trains local leaders:	- have local leaders discover the problems - find the solutions - take responsibility to carry out the projects
5. Avoids waste of time and money:	- fewer minunderstandings - identifies materials needed and when
6. Justifies expenditure:	- Government and agencies will only give money if a) there is a detailed plan b) the plan states benefits that will be received c) they are convinced the people are capable of carrying out the plan

C. How should it be planned?

1. By the extension agent and the people (local leaders) working together:	- the people must feel it is their plan
2. By knowing the people's living conditions and how they can be improved:	- use a survey - improve the conditions the people want improved
3. Hold a public meeting to:	- the extension program becomes the peoples program
a) decide projects to be worked on and their priotity	- each person knows what is to be done - each person knows what he is to do
b) decide which local leaders to be responsible for each project	
c) consider project probelms and decide on the best solutions	
d) make a rough time table	

2. The Plan of Work

A. Projects and immediate goals:	- start with the top priority project from the extension program - state the goals to be completed for each project during the time covered by the plan of work
B. Identify the necessary teaching steps for each project:	- what has to be taught - to whom should it be taught
C. What teaching methods are to be used?	-for each lesson of every step which is best? a) individual visits b) small group meetings c) demonstrations d) large meetings
D. Time table:	- a monthly schedule of when things should be done
E. Equipment and materials needed:	- lists exactly what is needed - when it is needed - how it will be provided
F. People's Leader's, and extension agent's responsibilities:	- who is responsible for all work - who will provide materials - what is expected of individuals, leaders, and extension agent

3. The Calender of Work

1. What is to be done?	
2. Who will do it?	
3. Where is it to be done?	
4. A weekly schedule of activities:	- to ensure everyone is prepared to work as scheduled - to ensure materials are prepared in advance - to keep everything clear in peoples mind

2. Program Evaluations

A. What were the immediate goals?	- taken directly from the extension program
B. How far were these goals achieved?	- how many people adopted the new ideas or at least learned them?
C. What goals remain to be achieved?	- was construction completed? - refer to goals in existing extention program

3. Ensures contiruity:	- for changes in extension personal - keeps progress continuing by having a number of on-going projects so work and enthusiasm does not faulter in-between individual projects
4. Trains local leaders:	- have local leaders discover the problems - find the solutions - take responsibility to carry out the projects
5. Avoids waste of time and money:	- fewer minunderstandings - identifies materials needed and when
6. Justifies expenditure:	- Government and agencies will only give money if a) there is a detailed plan b) the plan states benefits that will be received c) they are convinced the people are capable of carrying out the plan

C. How should it be planned?

1. By the extension agent and the people (local leaders) working together:	- the people must feel it is their plan
2. By knowing the people's living conditions and how they can be improved:	- use a survey - improve the conditions the people want improved
3. Hold a public meeting to:	- the extension program becomes the peoples program
a) decide projects to be worked on and their priotity	- each person knows what is to be done - each person knows what he is to do
b) decide which local leaders to be responsible for each project	
c) consider project probelms and decide on the best solutions	
d) make a rough time table	

2. The Plan of Work

A. Projects and immediate goals:	- start with the top priority project from the extension program - state the goals to be completed for each project during the time covered by the plan of work
B. Identify the necessary teaching steps for each project:	- what has to be taught - to whom should it be taught
C. What teaching methods are to be used?	-for each lesson of every step which is best? a) individual visits b) small group meetings c) demonstrations d) large meetings
D. Time table:	- a monthly schedule of when things should be done
E. Equipment and materials needed:	- lists exactly what is needed - when it is needed - how it will be provided
F. People's Leader's, and extension agent's responsibilities:	- who is responsible for all work - who will provide materials - what is expected of individuals, leaders, and extension agent

3. The Calender of Work

1. What is to be done?	
2. Who will do it?	
3. Where is it to be done?	
4. A weekly schedule of activities:	- to ensure everyone is prepared to work as scheduled - to ensure materials are prepared in advance - to keep everything clear in peoples mind

2. Program Evaluations

A. What were the immediate goals?	- taken directly from the extension program
B. How far were these goals achieved?	- how many people adopted the new ideas or at least learned them? - was construction completed?
C. What goals remain to be achieved?	- refer to goals in existing extention program

D. Did the people understand appreciate the purpose of these goals?	- before people adopt anything they must see the benefit
E. What changes occured in the people	- new cultural practices - awareness of problems - greatet ability to solve their own problems
F. What teaching methods prove most effective?	- identify useful visual aids or demonstrations
G. Identify changes in situation or new problems	- need for a new extension program or plan or work
H. Have local leaders been trained?	- do they understand the extension process? - able to teach others - able to organize people better - understand how to manage projects - willingness to take on responsibility

By answering these questions every six months or so, an Agricultural Extension worker can plan and evaluate extension activity he or she is undertaking.

Logistical Second-Guessing

Most people have their own ways of organizing logistical details. It is most important to use research information, knowledge of how organizations work, and local contacts to ascertain how difficult a logistical set of goals may be to obtain. We speak in terms of difficulties because infrastructure and support systems are new and in transition in the Third World. For example, when arranging for transport, one considers not only how often does that truck come by usually, but also, does the driver have a spare, how many lug-nuts hold on each tire, how old is the truck, how is the little log bridge down the road, is petrol going to be available, will the rain couse a road wash-out, etc. Each detail must be planned, checked, verified, and backed-up with alternatives. In the context of this unexaggerated example the wisdom of familiarity with local resources becomes apparent. One cannot take anything for granted, must plan far in advance, and must persistently check details until D-day. Working with local experts is invaluable. By trading information about what's needed for insight into local means during discussions, you may be able to keep logistical insufficiencies to a minimum.

From Michael Gibbons, Agricultural Extension Manual, 1982 draft version for I.C.E., Peace Corps, Washington, D.C.

APPENDIX A

LIST OF SOURCES AND TYPES OF INFORMATION TO BE GATHERED

A. SOURCES OF INFORMATION

- .Your own training resources
- .Other trainers' resources
- .PCV's In-Country
- .RPCV's from the country and from the program trainees will work in.
- .Local farms, development projects, Peace Corps Projects.
- .Training Site/Village - Local leaders, people who have worked with Peace Corps and training before, Live-In Families, Head farmers, Leaders of Cooperatives.
- .Local Extension Service - Agents' Counterparts, Research Stations.
- .Host Country Ministries of Agriculture, Rural Development, Women's Affairs, Cooperative, Extension Training Officers
- .Peace Corps Regional Offices, Capital City Office - Staff, APCD/Ag & RD, Training Offices, files.
- .Regional Training Resource Offices, e.g. RTRD in Lome, Togo.
- .Peace Corps Washington - Country Desk Officers, Office of Programming & Development specialists (e.g. Franklin Moore and Calvina Dupre, Agriculture Specialists), Information and Collection Exchange Bibliographic and available publications, Regional Training officers.
- .CAST/CREST/Staging reports, State-Side Training reports.

B. TYPES OF INFORMATION TO BE GATHERED

- .Extension and Cross Cultural Training Resources
- .Lists of Skill Groups, session titles, handout titles, list of goals
- .Schedules
- .Session plans
- .Handouts
- .Training overviews
- .Site descriptions
- .Program descriptions, overviews, reports

.Experiences in the Host countries and program to write up country program specific case studies.

.Types of local crops and livestock, cropping and farming systems.

.Histories of local cooperatives, community organizations, local politics, cultural groups

.Live-In Families

.Marriages, Feasts, Anniversaries, National Holidays, Religious Holidays to occur during Training.

.Extension Workers to be visited in Extension Worker Visit Session.

.Training reports from previous programs

.Training Manuals - this one, and Core Curriculum Training Resources

.Training Contract Statement of Work (S.O.W.)

.Trainee Assignment Criteria (TAC) sheets

.Information on trainees

.Pre-training Questionnaires (PTQ's) for skills and prior experiences the trainees are bringing to the program, and their expectations.

.Maps

.Posters

.Arts and crafts

.Music, cassettes

.Poetry

.Slides, films, pictures

.Host country clothing

.Host country magazines, newspapers, books

.Peace Corps Country Handbook

.Peace Corps Volunteer Newsletters

.Peace Corps Health and Medical Guides & Handbooks

.Cross Cultural Books, guides

.Peace Corps Country Cookbooks

.Training reports, recommendations, schedules, from CREST, CAST, Staging, and previous State-Side Training.

APPENDIX B

LIST OF TRAINING SUPPLIES AND RESOURCES TO BE PROCURED

A. Supplies

- .Notebooks
- .Pens
- .Blackboards, flipcharts, or newsprint
- .Chalk or magic markers
- .A sink or basin
- .Household bleach
- .Baking soda
- .0.2% tincture of iodine
- .Toothbrush
- .PC Medical Kit
- .A bucket
- .Fruit & Vegetables
- .Bottles of HCN beer
- .Can of important imported American beer
- .Bowling bag
- .American clothing - baseball cap, etc.
- .Prizes for Personal Interest game
- .Clay, wood chips, bamboo, thatch, jars, cans, tin, branches, and other materials for scale models
- .16 mm film projector
- .Slide projector
- .An extra reel, e.g., for the Health Session #1.
- .Sources of electricity
- .Kola nut supplies (in Africa) for those late nights
- .Country specific information such as music, tapes, or records, arts & crafts, poetry, clothes, maps, travel posters, slides, pictures, newspaper articles, magazine articles.

- .Supplies for a traditional sendoff, e.g., gin for a libation.
- .Tape players (cassette)
- .Cassettes, tapes of HCN music
- .Honorariums for speakers
- .Resumes, Descriptions of Service, 171's, and other descriptions of overseas work by trainers.
- .Transport vehicles (for Live-In, Extension Worker Visit, etc.)
- .Drivers
- .Sources of fuels & spare parts, vehicle repair resources

B. Resources To Be Distributed To Each Trainee

The following books should be ordered to be on hand when the trainees arrive.

- .Agriculture Extension Manual, Mike Gibbons, soon to be available from ICE, Peace Corps, 806 Connecticut Ave., N.W., Washington, D.C. 20525
- .Appropriate Technologies For Development; Information Collection & Exchange Publications, Handout II - 8 - A. Get the most recent revision of this 9 page pamphlet from ICE, Peace Corps, 806 Connecticut Ave., N.W., Washington, D.C. 20525
- .Where There Is No Doctor: A Village Health Care Handbook, David Werner, The Hesperian Foundation, P.O. Box 1692, Palo Alto, California 94302, slightly revised edition, 1981
- .Helping Health Workers Learn: A book of methods, aids, and ideas for institutions at the village level, David Werner and Bill Bower, The Hesperian Foundation, P.O. Box 1692, Palo Alto, California 94302, 1982. Contains many extension ideas.

C. Resources for Reference by Trainers and Trainees

The following resources should be ordered from I.C.E. and their publishers to be on hand for reference purposes. A more complete listing of references is enclosed in the "Bibliography of Books, Films, Games, and A Song" in the Appendix.

Core Curriculum Resources Materials were produced by Peace Corps/Washington's office of Programming and Training Coordination, and are available from I.C.E., Peace Corps, 806 Connecticut Ave., N.W., Washington, D.C. 20525

- .The Role of the Volunteer in Development: A Training Manual, December, 1981
- .Cross Cultural Training: For Peace Crops Volunteers, December, 1981

- Third World Women: Understanding Their Role in Development: A Training Resource Manual, September, 1981

- In-Service Workshop Model: Development Work, Volunteer Service And Project Review, September, 1981

- Peace Corps Close of Service Workshop: Trainer Guidelines And Workshop Materials, Developed by Bo Razak, September, 1981

- Basic Health Training Guide (Draft)

- Technical Health Training Manual (Draft), Office of Program Development Core Curriculum Technical Resource Materials, 1982

Another training manual with valuable and interesting ideas is:

- A Training Manual in Appropriate Community Technology: An Integrated Approach for Training Development Facilitators, by the Farallones Institute, Rural Center, and CHP International, Inc., in collaboration with The Peace Corps Energy Project/OPTC (Contract #81-042-1012) January, 1982. Available from The Office of Program Development or I.C.E., Peace Corps, 806 Connecticut Ave., N.W., Washington, D.C. 20525

Other resources include:

- A Trainer's Guide to Andragogy: Its Concepts, Experience, and Application, revised edition. John D. Ingalls, 1973, for sale by the Superintendent of Documents, US Government Printing Office, Washington, D.C. 20402, Stock #017-061-00033-0.

- Agricultural Extension: The Training and Visit System, Daniel Benor and James Q. Harrison, May, 1977, World Bank, 1818 H. Street, N.W., Washington, D.C. 20433. Sometimes available from I.C.E. in French or English.

- Agricultural Extension Training: A Handbook For Trainers, J.D. Fisher, R.A. Wesselmann, USAID, Kenya, 1968, Reprinted April, 1970, Information Resources Division, PDER. May be available from I.C.E.

- Agricultural Extension: A Reference Manual, Addison H. Maunder, Author-Editor, Food and Agriculture Organization of The United Nations, Rome, 1972, ISBN 92-5-100588-3, Publications Division, FAD, Via delle Terme di Caracalla, 00100 Rome, ITALY.

- U.S. Dept. of State Area Handbook(s) on the Host Country (if available). For sale by U.S. Government Printing Office, Washington, D.C. 20402, or Foreign Area Studies Director, American University, 5010 Wisconsin Ave., N.W., Washington, D.C. 20016.

- U.S. Dept. of State Background Notes, by the Bureau of Public Affairs, Washington, D.C. 20520

- Control of Communicable Diseases in Man, Benensen, Abram (ed) Washington, D.C.; The American Public Health Association, 1975. Available from I.C.E.

- Community, Culture and Care: A Cross-Cultural Guide for Health Workers. Anne Templeton Brownlee, Saint Louis: The C.V. Mosby Company, 1978. Available from I.C.E.

- Perspectives on Nonformal Adult Learning. Srinivasan, Lyra. World Education, 1414 Sixth Ave., New York, New York, 10019, 1977. Available from I.C.E.

- Beyond Experience: The Experiential Approach to Cross-Cultural Education, Bathelder, David and Elizabeth G. Warner, eds., The Experiment Press, Brattleboro, VT, 1977

- A Manual of Structured Experiences for Cross-Cultural Learning, William H. Weeks, Paul B. Pedersen, and Richard W. Brislin, eds., Society for Intercultural Education, Training and Research, Washinton, D.C., 1977

- A Handbook of Structured Experiences for Human Relations Training. Pfeiffer, J. W. and J.E. Jones, eds., LaJolla, CA: University Associates Press, 1970

APPENDIX C

EXTENSION EVALUATION
AGRICULTURE PRE-SERVICE TRAINING

Please answer each question with one or two short paragraphs.

QUESTIONS ABOUT THE CURRICULUM AND CONCEPTS

1. How is Personal Interest used as a tool for Problem Solving and Organizing?

2. What are the steps of Problem Solving?

3. What barriers might get in the way of successful learning?

4. Extension Workers are often strangers in the areas where they work, and the length of time they spend in a given station is often relatively short. Our work should therefore be designed so that the following conditions are met:

    a) the changes we introduce should not depend upon our presence for survival; and

    b) the people we work with should achieve some level of self-reliance in what they do.

    How does our working with groups and organizations contibute towards these ends?

WORK RELATED QUESTIONS

1. What is the first thing you will undertake upon reaching the village where you are placed?

2. What methods are used in gathering information?

3. Your Ministry Agricultural Supervisor has been promising to visit your site for some time. A few of the farmers you have been working with are doing well, but in general things are slow. Your Agricultural Supervisor has informed you that he expects to see a lot of progress. What do you arrange for him to do when he comes?

4. You have just received a shipment of 60 bags of food for work bulgar and 20 cans of salad oil. Your Senior Agricultural Supervisor has informed you that the oil and bulgar is to be used to "help your extension program". That is your only directive. The next day, your village Supervisor asks for some bulgar and some oil. What do you do?

I hope all of you realize that the real test of what you've learned and what you are will be living and working in a small village. Enjoy that experience and that work.

APPENDIX D

BIBLIOGRAPHY OF BOOKS, FILMS, GAMES, AND A SONG

Many of the publications listed here are available From I.C.E., Peace Corps, 806 Connecticut Ave., N.W., Washington, D.C. 20525. A list of their publications is attached to session plan #8: INDEPENDENT RESEARCH OF ICE RESOURCES (Skill Group II) in Chapter II, of this volume. Refer to that handout as a source of additional resources that could be added to any resource center, as well as the "Resources for Reference by Trainers and Trainees" in the "LIST OF TRAINING SUPPLIES AND RESOURCES TO BE PROCURED" in this Appendix.

The Bibliographies of Volumes III and IV also list resources that could be included in a Resource Center.

A. Extension

DeVries, "Extension, Training, and Dialogue: A New Approach for Tanzania" in Journal of Adult Education, ed., by Training for Rural Development, University of Dar es Salaam. (Handout IV - 2 - B)

Handbook for Community Analysis and Integration, Peace Corps, available from I.C.E.

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Audiovisual Communication Handbook. Peace Corps Information Collection and Exchange.

Education for Self-Reliance, Julius K. Nyerere, available from I.C.E.

A Guide for Problem Solving in Human Services, Dean Elias, available from I.C.E.

Werner, David and Bill Bower. Helping Health Workers Learn Palo Alto, CA: The Hesperian Foundation, 1981.

B. Agriculture

International Institute of Tropical Agriculture. Sowing the Green Revolution. Ibadan, Nigeria, 1970.

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Grossman, Jermone. "Some Comments on the Learning Process: A Personal Point of View." New Delhi: WHO Workshop on Training in Health Education, 1968.

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D. Development

"The Village Health Worker: Lackey or Liberator." Palo Alto, CA: The Hesperian Foundation, 1977.

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A Manual on the Hydraulic Ram for Pumping Water, S.B. Watt

Building a Pond, U.S. Department of Agriculture

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Firewood in the Less Developed Countries, Dale Avery

The Role of Wild Animals in Human Nutrition in the Developing World, Antoon de Vos

I Films

Available from I.C.E., OPD, or The Staging Office, Peace Corps
806 Connecticut Ave., N.W., Washington, D.C. 20525

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